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ABSTRACT

This manual provides curriculum materials for implementing a career exploration class in home economics occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of home economics occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include lists of practical arts videotapes and references appropriate for career exploration, ideas for addressing students with special needs, and visual aid masters. The 60 student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for five families of home economics occupations: consumer and homemaking, child care, clothing and textiles, foods and nutrition, home and community services, and housing and home furnishings. (YLB)

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Practical Arts INSTRUCTOR'S MANUAL

HOME ECONOMICS OCCUPATIONS

COMPETENCY- BASED VOCATIONAL EDUCATION

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A Curriculum Effort in the Area of

PRACTICAL ARTS

Home Economics Cluster

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1982

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[Student Task Assignment Sheets]

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PRACTICAL ARTS

PROGRAM MASTER SEQUENCE FOR HOME ECONOMICS CLUSTER

CODE NUMBER		MODULE STOCK NUMBER	SLIDE STOCK NUMBER	TAPE STOCK NUMBER
	ORIENTATION			
PA-HE	Overview of Home Economics Occupations		5-186	5-187
	CONSUMER AND HOMEMAKING FAMILY			
PA-HE-1	Observing Family Traditions	5-126	*	*
PA-HE-2	Cleaning Windows	5-127	*	*
PA-HE-3	Selecting and Caring for Your Clothing	5-128	*	*
PA-HE-4	Identifying Information on Food Labels	5-129	*	*
PA-HE-5	Identifying Kitchen Hazards	5 130	*	*
PA-HE-6	Measuring Ingredients	5-131	*	*
PA-HE-7	Setting the Table for a Simple Meal	5-132	*	*
PA-HE-8	Packing a Lunch	5-133	*	*
PA-HE-9	Sewing On a Sew-Through Button	5-134	*	*
PA-HE-10	Removing Simple Stains	5-135	*	*
PA-HE-11	Changing a Baby's Diaper	5-136	*	*
PA-HE 12	Babysitting	5-137	*	*
	CHILD CARE FAMILY			
PA-HE-13	Planning Daily Activities	5-138	*	*
PA-HE-14	Reading or Telling a Story	5-139	*	*
PA-HE-15	Selecting Toys for Small Children	5-140	*	*
PA-HE-16	Leading a Music Activity with Rhythmic Body Movements	5-141	*	*
PA-HE-17	Planning an Art Activity	5-142	*	*
PA-HE-18	Leading a Nature Science Activity	5-143	*	*
PA-HE-19	Designing an Infant's Mobil	5-144	*	*
PA-HE-20	Preparing a Nutritious Snack	5-145	*	*
PA-HE-21	Preparing a Child Adoptive Listing	5-146	*	*
PA-HE-22	Identifying Names and Purposes of Sewing Equipment	5-147	*	*
PA-HE-23	Ripping Out a Seam	5-148	*	*
PA-HE-24	Hemming a Garment	5-149	*	*
PA-HE-25	Operating the Sewing Machine	5-150	*	*
PA-HE-26	Cutting, Stacking, and Bundling Fabric	5-151	*	*
PA-HE-27	Taking Body Measurements	5-152	*	*
PA-HE-28	Measuring Fabric Lengths	5-153	*	*
PA-HE-29	Designing a Sportswear Costume	5-154	*	*
PA-HE-30	Writing a Fashion Show Script	5-155	*	*
PA-HE-31	Modeling a Sportswear Costume	5-156	*	*
	FOODS AND NUTRITION FAMILY			
PA-HE-32	Comparing Costs and Nutritional Content of Foods	5-157	*	*
PA-HE-33	Planning a Day's Menus	5-158	*	*
PA-HE-34	Serving a Meal	5-159	*	*
PA-HE-35	Planning a Tossed Salad Bar	5-160	*	*
PA-HE-36	Preparing a Salad Ingredient	5-161	*	*
PA-HE-37	Cleaning Food Service Equipment	5-162	*	*

CODE NUMBER		MODULE STOCK NUMBER	SLIDE STOCK NUMBER	TAPE STOCK NUMBER
PA-HE-38	Preparing Garnishes for a Salad Bar	5-163	*	*
PA-HE-39	Preparing Greens for a Tossed Salad	5-164	*	*
PA-HE-40	Operating a Salad Bar	5-165	*	*
	HOME AND COMMUNITY SERVICES FAMILY			
PA-HE-41	Using Cleaning Tools	5-166	*	*
PA-HE-42	Making a Bed	5-167	*	*
PA-HE-43	Dusting Furniture	5-168	*	*
PA-HE-44	Operating A Vacuum Cleaner	5-169	*	*
PA-HE-45	Cleaning a Vacuum Cleaner	5-170	*	*
PA-HE-46	Preparing a Housekeeping Cart	5-171	*	*
PA-HE-47	Sorting Laundry	5-172	*	*
PA-HE-48	Choosing and Measuring Laundry Aids	5-173	*	*
PA-HE-49	Operating a Clothes Washer	5-174	*	*
PA-HE-50	Drying and Folding Laundry	5-175	*	*
	HOUSING AND HOME FURNISHINGS FAMILY			
PA-HE-51	Matching Color Schemes	5-176	*	*
PA-HE-52	Arranging Living-Dining Furniture	5-177	*	*
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PA-HE-55	Steam Pressing a Hem	5-180	*	*
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HOME ECONOMICS OCCUPATIONS

1. Jobs in the consumer and homemaking family: full homemaker, homemaker/wage earner, teacher, extension home economist, home economist in business, consumer specialist, extension specialist, personal shopper, consumer affairs director.

2. Jobs in the child care family: preschool teacher, director of day care center, child care aide, babysitter, paid companion, social worker, child development specialist, early childhood education specialist, playroom attendant, house parent, teacher aide.

3. Jobs in the clothing and textiles family: teacher, extension specialist, fashion editor, clothing buyer, dressmaker, garment inspector, designer, commercial seamstress, pattern company representative, pattern maker, alterationist, tailor, hand sewer, commerical sewing machine operator, workroom supervisor, garment fitter, fashion consultant, fabric store manager.

4. Jobs in the food and nutrition family: dietitian, nutritionist, kitchen manager, bakery worker, caterer, dining room manager, food demonstrator, salad maker, sandwich maker, kitchen chef, cafeteria worker/manager, ice cream dispenser, car hop, counter attendant, soda jerk, food tray assembler, food service coordinator.

5. Jobs in the home and community services family: hospital housekeeper, hotel housekeeper, home housekeeper, maid custodian, nursing home aide, laundry worker, ironer, day worker, home cleaning service worker/supervisor.

6. Jobs in the housing and home furnishings family: interior designer, equipment home economist, home furnishings worker, drapery hanger, drapery maker, sewing machine operator/supervisor, hemmer, furniture upholsterer, slipcover maker, furniture refinisher, table linen maker.

OVERVIEW OF THE CBVE INSTRUCTIONAL SYSTEM FOR PRACTICAL ARTS

Overview of Program

The purpose of a Practical Arts Education program is to broaden the experiences of middle/junior high school students by providing them with an opportunity to become oriented to the world of work and explore a diversity of career goals in order that they may be better prepared to make decisions on their personal needs and future goals. The Practical Arts program consists of a series of career exploration classes based on the occupational clusters spread over a two-year period. A cruise through each occupational cluster shall include the implementation of three behavioral components or domains.

(A) Cognitive: Students shall survey or cruise the content of the occupational cluster. This survey should include the scope, levels, working conditions, entry requirements, duties performed, opportunities, and related jobs in the occupational cluster.

(B) Psychomotor: Students shall have in each cluster experiences or tasks that will be the same as or similar to those who work in the occupational cluster. These experiences or tasks shall be action oriented, vary with the students' interests, aptitudes, and abilities, and be at various levels of employment within a cluster.

(C) Affective: Students shall receive guidance and the opportunity to systematically apply those knowledges and experiences within the cluster to his/her own interest and abilities, his/her present and future choices, and future occupational decisions and experiences.

The competency-based vocational education curriculum is specifically directed at the psychomotor, activities, experience, or tasks aspect of the Practical Arts program. Teachers are encouraged to augment their lesson plans with cognitive information about the occupational clusters from other sources. The curriculum here will help specifically in the psychomotor aspect of the program.

Competency-Based Vocational Education

The purpose of this manual is to aid the instructor in implementing a competency-based instructional program. It is intended as a guide and resource for the teacher using CBVE materials. The materials in any occupational area have several common elements, particularly their purpose and their format, which will be discussed later.

Regardless of the delivery system used to implement it, CBVE is based on the concept of competencies. That is to say, it is an instructional system in which: (1) the competencies for specific occupations are built around tasks validated by incumbent workers; (2) instruction is designed around performance objectives based on the worker tasks; and (3) students are held accountable for meeting the specified minimun standards of performance required for entry-level jobs.

These instructional materials have been developed by Kentucky teachers. They have attempted to provide relevant learning activities and performance objectives which include: (1) the skills (or tasks) which the student must learn; (2) the conditions under which the student must perform; and (3) the standard or level of achievement to which the student must perform.

The purpose of the Curriculum Unit (CBVE) is to develop and assist the implementation of competency-based instructional materials. The Unit is located at:

1910 Capital Plaza Tower
Frankfort, KY 40601

To facilitate the implementation of CBVE materials , a person has been identified in each vocational region as a CBVE Contact Person. Please address any problems or concerns about your CBVE program to your Regional Contact Person.

By the time you receive your CBVE materials, you should have attended a workshop for teachers implementing CBVE materials. The Inservice Education modules, which were distributed at the workshop, are your greatest source of suggestions for setting up and managing a CBVE program. For more detailed information, consult your inservice modules or your Regional Contact Person.

Using the Instructor's Manual

This Instructor's Manual is divided into two sections: introductory materials and Instructor's Guide to Learning Activities. The introductory materials include, among other things, the Program Master Sequence. It contains a listing of the task assignment sheet and slide-tape titles, code numbers, and stock numbers.

You can use the Program Master Sequence as a quick reference guide to the contents of the instructional program, as well as a checklist for insuring that all materials have been received. The code numbers and stock numbers serve as a guide to ordering additional materials.

The Instructor's Guide to Learning Activities is the heart of this manual, because it contains a brief listing of the contents of each task assignment sheet with suggestions for its use. It is suggested that you insert the corresponding task assignment sheet behind the Guide Sheets so you will have the complete program in one place.

Format is consistent throughout all CBVE programs in that the materials contain the same basic components:

Introduction - tells the student what he/she will learn and why it is important.

Objective - clearly states what the student is expected to know or do, under what conditions, and how well.

Learning Activities - a "road map" for the student to follow in going through the task assignment sheets; list the various activities the student will perform in learning the task.

Instructor's Final Checklist - tells the student and the instructor exactly what the student will be evaluated on in the check-out activity; the instructor uses this sheet to rate the student's performance.

Check-Out Activities - tells the student what he/she will be asked to do for the final test or performance.

The Instructor's Guide Sheets in this manual present the essential information in capsule form. In addition, they list: the recommended references and audio-visuals; attitudes and values to be developed; notes and suggestions for instruction; alternate activities for students; necessary tools and equipment; and space for teacher's notes.

The task assignment sheets are designed to be left intact. Students should be reminded not to write on any of the pages. In some cases, they will be required to obtain duplicates or sheets like the ones shown. These are often student self-checks. They can be filed in a folder and can be obtained as needed.

The Instructor's Final Checklist is another page that should not be written on. It should remain in the task assignment sheet although you may want to make additional copies of it to place in students' folders.

INSTRUCTOR'S GUIDE
TO
LEARNING ACTIVITIES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	To launch the Home Economics Cluster, show the slide/tape presentation.	Slide-tape Presentation PA-HE, "Overview of Home Economics Occupations" (Narration is in this section.)	
	The following procedure is suggested:		
	1. Preview the presentation and note important points.	Slide projector Tape player	
	2. Prepare discussion questions based on the presentation.		
	3. Before showing it to the class, give a brief overview of the presentation. Ask the students to watch for specific points which will be discussed after the showing. (These points should relate to your discussion questions.)		
	4. Discuss the questions you prepared.		

Narration for PA-HE

"Overview of Home Economics Occupations"

Slide 1: "Overview of Home Economics Occupations." What is the purpose of home economics occupations? What job families make up this occupational cluster? In what ways do they help you?

Slide 2: The story of Home Economics began many years ago. Traditionally, all family needs were met by family members inside the home. But, the coming of the Industrial Revolution caused men and women to find work outside the home and to need help from others to provide the goods and services for home and family they had previously provided themselves.

Slide 3: Today, Home Economics occupations not only include caring for the family at home,

Slide 4: but also working at jobs in business and industry.

Slide 5: Home Economics occupations are very important to every person. Their purpose is to provide the goods and services that lead to a satisfying living environment in both homes and businesses.

Slide 6: The jobs in the Home Economics industry may be divided into six groups or job families. The first job family is that of the Homemaker. The Homemaker, of course, works at home to take care of the house and family.

Slide 7: The second family is the one for Child Development. In addition to the care and guidance given children in the home,

Slide 8: care is offered outside the home in places such as nursery schools

Slide 9: and child care centers. Child care workers, like this one, are trained to take care of children while their parents work, shop, or do other activities.

Slide 10: Clothing and Textiles is the third job family in the Home Economics Cluster. Workers in these jobs design and make the clothing we wear,

Slide 11: as well as alter and repair it.

Slide 12: The fourth job family, Foods and Nutrition, is an especially important one. These workers help provide nutritious meals,

Slide 13: produce and process food,

Slide 14: and provide information on nutrition.

Slide 15: A fifth job family is the Home and Community one. Many of the jobs in this family deal with housekeeping duties, such as house cleaning and dry cleaning and laundrying. Many Home and Community jobs are found in lodging facilities such as this one.

Slide 16: The sixth and last Home Economics job family is Housing and Home Furnishings. Jobs in this family are concerned with decorating and home furnishings—selecting and caring for items, such as furniture, which go in the home.

Slide 17: Now that you know the names and purposes of the job families in the Home Economics cluster, let's see how they serve you personally.

Slide 18: Home Economics jobs help you personally by providing nutritious meals,

Slide 19: attractive clothing,

Slide 20: a comfortable home,

Slide 21: and enjoyable family relationships.

Slide 22: How does the Home Economics cluster fit into the world of work? It's easy to see that all workers depend on the Home Economics workers to provide their meals and clothing and to make their living environment more enjoyable. And, so does everyone else!

Slide 23: This concludes this slide-tape presentation.

OBSERVING FAMILY TRADITIONS

OBJECTIVE

GIVEN two worksheets,

PLAN A TRADITIONAL FAMILY CELEBRATION.

ALL ITEMS ON THE WORKSHEETS should be completed.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize the importance of celebrating family traditions and will plan ahead for the events.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. FAMILY TRADITIONS	1
Instructor's Final Checklist	
OBSERVING FAMILY TRADITIONS	4

CHECK-OUT ACTIVITIES

Your instructor will provide two worksheets--"Planning a Family Celebration" and "Schedule of Responsibilities."

Make plans for a traditional family celebration. Turn your worksheets in to your instructor.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Conduct a discussion: (1) Everyday, seasonal, and special activity traditions (2) The advantages of celebrating family traditions, such as: —Opportunity to do things together —Something for which to look forward —Opportunity for family members to be creative —Pleasant memories —Common goals which strengthen family ties	Instruction Sheet I	
2	Have students brainstorm various family traditions in small groups. Have them compare how their family events are celebrated. Invite senior citizens to visit the class to tell about traditions they have observed.		
3	Have students find and write down different plans for holiday occasions. Then have them make a file of their collections. Allow them to share recipes, patterns for decorations, ideas for special events, etc.	Books containing information about holidays and special occasions Magazines Newspapers	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Have students plan a family celebration by completing the two worksheets.	Check-Out Activity Sheet: "Observing Family Traditions" --Worksheet for planning a family celebration --Worksheet for scheduling responsibilities (Master copy is in this section)	
	Use the Instructor's Final Checklist to evaluate each student's worksheets.	Instructor's Final Checklist	

Instructor's Final Checklist

OBSERVING FAMILY TRADITIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In planning a family celebration, the student:

	Accomplished	Not Accomplished
1. Completed all items on the "Planning a Family Celebration" worksheet	[ ]	[ ]
2. Completed all items on the "Schedule of Responsibilities"	[ ]	[ ]

Check-Out Activity

OBSERVING FAMILY TRADITIONS

Make plans for one event your family traditionally observes. Complete the worksheet below.

PLANNING A FAMILY CELEBRATION

1. Family event:
2. Theme for the event:
3. Date of the event:
4. Location of the event:
5. Time of the event:
6. Number of persons to attend:
7. Ages of persons to attend:
8. Activities for the event:
9. Music or records for the event:
10. Decorations for the event:
11. Supplies needed for making the decorations:
12. Amount of money needed:

Make a list of responsibilities (tasks) for the family celebration. In the columns to the right, write the names of family members. By each responsibility, check the name of the person who will be responsible for getting the task done.

SCHEDULE OF RESPONSIBILITIES

Responsibilities	(Name)	(Name)	(Name)	(Name)	(Name)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

CLEANING WINDOWS

OBJECTIVE

GIVEN a dirty window, water, detergent, cloths, two buckets, cleaner, and newspaper,

CLEAN THE WINDOW.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that windows must be kept clean if they are to serve their intended purposes.
--Students will choose the most economical window cleaners.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. CHOOSING WINDOW CLEANING SUPPLIES	1
II. WASHING A WINDOW	3
Student Self-Check	
I. CLEANING A WINDOW	4
Instructor's Final Checklist	
CLEANING WINDOWS	6

CHECK-OUT ACTIVITIES

Your instructor will provide window cleaning supplies.

Clean a window.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instrution Sheet I. Discuss various kinds of window cleaners that are available. Let students relate various kinds of cleaners that are used in their home.	Instruction Sheet I	
2	The purpose of this learning activity is to help students compare products and identify the most economical ones. Have students list as many window cleaning products as they can think of. Then have them compare the function of the products; e.g., one commercial product may be used to clean and polish a window, while water, detergent, and vinegar will do the same job. Then have students to identify the most economical products.	Advertisements or price lists of commercially prepared window cleaners Price lists of products, such as vinegar, ammonia, and detergent	
3	Have students read Instruction Sheet II. Discuss the steps in washing a window. Stress safety precautions that must be observed.	Instruction Sheet II	
4	When students have completed Student Self-Check I, discuss why each statement is true or false.	Student Self-Check I	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Have students practice cleaning a window either at home or at school.	Two buckets Water Soap or detergent Soft cloths Newspaper Ladder or step stool, if necessary	
6	Have students clean a window. Use the Instructor's Final Checklist to evalute each student's performance. (You may consider having students clean a window at home and having a parent complete and sign the Instructor's Final Checklist.)	Same supplies as listed in Learning Activity 5 Instructor's Final Checklist	

Instructor's Final Checklist

CLEANING WINDOWS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In cleaning a window, the student:

	Accomplished	Not Accomplished
1. Washed glass with warm water	[ ]	[ ]
2. Applied nonabrasive cleaner	[ ]	[ ]
3. Rinsed with clear water	[ ]	[ ]
4. Dried and polished with cloth or newspaper	[ ]	[ ]
5. Assured that glass was free of streaks, stains, grime, water spots, and cleaner residue	[ ]	[ ]

SELECTING AND CARING FOR YOUR CLOTHING

OBJECTIVES

(1) GIVEN fashion magazines and catalogs,

SELECT A DRESS-UP OUTFIT suitable for you.

THE OUTFIT should be a basic style with colors that complement your natural coloring.

(2) GIVEN a picture of a garment,

IDENTIFY THE REPAIRS AND CARE NEEDED to make the garment suitable for wearing.

AT LEAST FIVE NEEDS should be identified.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that clothes say something about them--their personality, attitudes, habits, etc.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. SELECTING YOUR CLOTHING	2
II. CARING FOR YOUR CLOTHING	4
Instructor's Final Checklist	
SELECTING AND CARING FOR YOUR CLOTHING	6

CHECK-OUT ACTIVITIES

(1) Your instructor will provide a supply of fashion magazines and catalogs.

Select and cut out a picture of a dress-up outfit that is suitable for you. Select one that is a basic style with colors that complement your natural coloring.

(2) Your instructor will give you a picture of a garment.

List the repairs and care needed to make it suitable for wearing.

AUDIO-VISUAL MATERIAL

A film or filmstrip on clothing and personal appearance

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may use any filmstrip on clothing and personal appearance that is suitable for your class.	Suggested Filmstrip: "Looking Good: A Guide to Personal Grooming," Filmstrip 1. Guidance Associates.	
2	Discuss important points to consider when buying clothing. You may elect to give an illustrated talk.	Instruction Sheet I	
3		A supply of fashion magazines and catalogs	
4	Discuss the items listed in the Instruction Sheet. Stress that clothing says something about the person who wears it.	Instruction Sheet II	
5	You may prefer that students bring their own garments.	Several garments in need of cleaning and repair.	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Check-Out Activity I does not require a Check-Out Activity Sheet. Check-Out Activity II does require a Check-Out Activity Sheet. Use the Instructor's Final Checklist to evaluate each student's performance.	A supply of fashion magazines and catalogs for Check-Out Activity I. Check-Out Activity II Sheet, "Caring for Your Clothing" Instructor's Final Checklist	

Instructor's Final Checklist

SELECTING AND CARING FOR YOUR CLOTHING

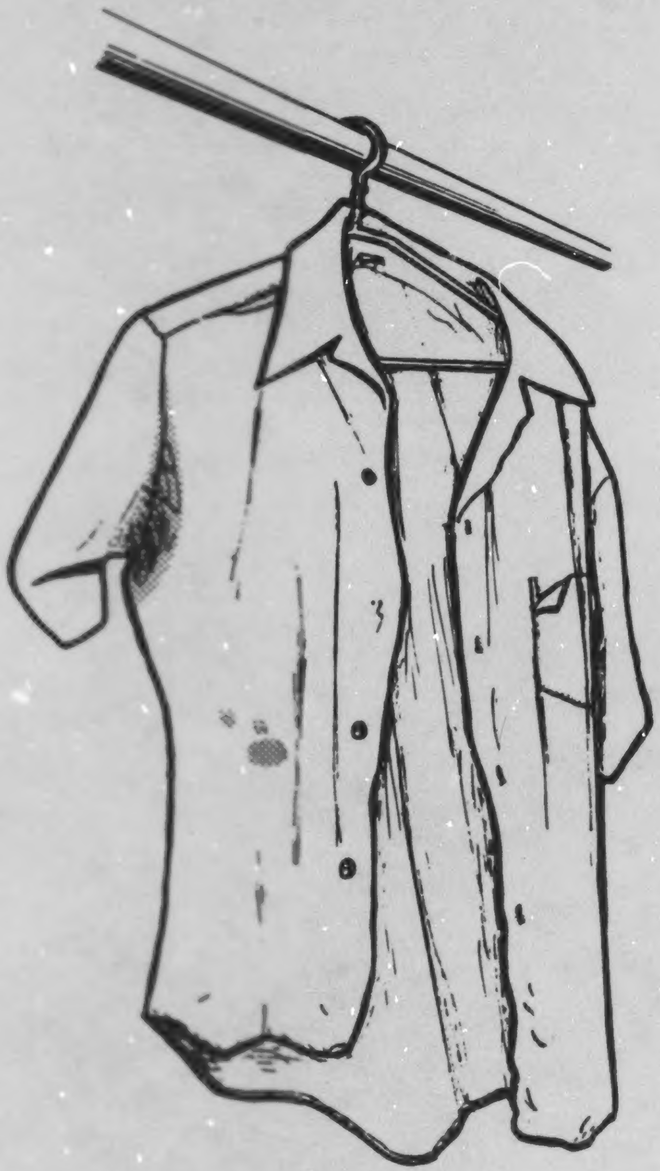
Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. The picture of the outfit selected:		
a. Was a basic style	[ ]	[ ]
b. Had colors that complemented the student's natural coloring	[ ]	[ ]
2. The student listed at least five items of repair and care needed to make the garment suitable for wearing	[ ]	[ ]

Check-Out Activity II

CARING FOR YOUR CLOTHING

List the repairs and other care this shirt needs to make it suitable for wearing.



ANSWER KEY

Check-Out Activity II

CARING FOR YOUR CLOTHING

The student should have listed at least five of the following needs for repairing and caring for the garment:

1. A button should be replaced.
2. A seam should be repaired at the shoulder.
3. The pocket should be mended.

*4. The perspiration stains should be removed.

*5. The soiled spot should be removed.

6. The garment should be pressed.

*"The garment should be washed" would be an acceptable answer.

IDENTIFYING INFORMATION ON FOOD LABELS

OBJECTIVE

GIVEN two cans and/or packages of food and a checklist,

IDENTIFY INFORMATION ON THE FOOD LABELS AND COMPLETE THE CHECKLIST.

A CHECKLIST should be completed for each label. THE ANSWERS on the checklist should match the information on the food labels.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize the importance of reading food labels: to determine the nutritional content and to compare prices.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
IDENTIFYING INFORMATION ON FOOD LABELS	5

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will provide a checklist and a variety of food packages and cans.

CHECK THE LABELS on two of the items and COMPLETE A CHECKLIST for each label.

AUDIO-VISUAL MATERIAL

An audio-visual material on food labeling

REFERENCES

A reading reference on food labeling that specifies USDA labeling requirements

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Use any suitable reading reference.	Suggested Reading Reference: Creasy and Creasy, Exploring Foods, Prentice Hall.	
2	Use any suitable audio-visual materials on food labeling.	Suggested Audio-visual material: --"Consumer Education:Buying Right" --6 filmstrips; --3 cassettes, --Eye Gate	
3	Discuss food labeling requirements listed on the Check-Out Activity Sheet.		
4		A variety of food labels	
5	Each student will need two copies of the Check-list. Use the Instructor's Final Checklist to evaluate each student.	--Check-Out Activity Sheet: IDENTIFYING INFORMATION ON FOOD LABELS Instructor's Final Checklist	

Instructor's Final Checklist

IDENTIFYING INFORMATION ON FOOD LABELS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In identifying information on two food labels, the student:

	Accomplished	Not Accomplished
1. Completed a checklist for each label	[ ]	[ ]
2. Recorded the correct information for each label	[ ]	[ ]

Check-Out Activity

IDENTIFYING INFORMATION ON FOOD LABELS

Name ______________________

Directions: Write the information found on the food label.

FOOD LABEL CHECKLIST	
NAME OF FOOD:	
COST (if given):	
NAME OF MANUFACTURER, PACKER OR DISTRIBUTOR	
NET WEIGHT OR VOLUME	
SERVING SIZE OR PORTION	
DESCRIPTIVE INFORMATION	
INGREDIENTS	
CALORIE CONTENT	
NUTRITIONAL INFORMATION	
ADDITIVES (if any)	

IDENTIFYING KITCHEN HAZARDS

OBJECTIVE

GIVEN A PICTURE OF A KITCHEN,

IDENTIFY THE HAZARDS.

AT LEAST FIFTEEN hazards should be identified.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

Students should become aware of potential hazards that exist throughout the home, particularly in the kitchen.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
IDENTIFYING KITCHEN HAZARDS	5

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will give you a picture of a kitchen with a number of hazards.

LIST AT LEAST FIFTEEN OF THE HAZARDS.

Supplementals	
Game	2

REFERENCES

A reading reference on safety in the kitchen.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Use any suitable reading reference on kitchen safety.	Suggested Reading References: Kowtaluk and Kopan, Food for Today, Charles A. Bennett Co. Kowtaluk, Discovering Food, Charles A Bennett Co.	
2	Discuss dangers in the kitchen. Have students relate some personal experiences.		
3	Prepare a hazardous kitchen. Have students go on a Hazard Hunt. and/or Play a game about safety in the kitchen.	Directions for the Hazard Hunt are in this section. Home Safe Baseball Game (included in this section)	
4	Have teams of students make posters to illustrate kitchen hazards.	Poster supplies	
5	Give each student a copy of the Check-Out Activity sheet. Use the Evaluator's Final Checklist to evaluate each student.	Check-Out Activity Sheet (Master copy is in this section) Instructor's Final Checklist	

HAZARD HUNT*

This hunt is designed to test students' knowledge of kitchen safety. You will need to prepare the labs with the hazardous situations given below.

Needed:

Pencil and paper for each student. Hazardous situations arranged in two foods labs.

How to play:

Divide class into two teams. Appoint captain and scorekeeper for each team. Have Team A check one foods lab while Team B checks the other. Then switch. Set a time limit of about five minutes per lab.

Give each team five points for every situation identified. The team with the most points wins. Require each situation to be identified thoroughly. For example: Situation: Cabinet door left open (not just cabinet door).

Individual Check-Out:

For every situation, require the student to state on paper (1) how to correct the situation and (2) what may happen if the situation is not corrected.

Teacher's Guide:

Simulate an unsafe kitchen by creating the following situations:

a. Pan handles - Turn handles toward front of range.

b. Pot holders - Place thin, worn-out pot holder in kitchen and/or place on a burner that is off.

c. Dishtowels - Place near pans damp dish towels that could be picked up as pot holders.

d. Electrical appliances - Plug an appliance near simulated sink of water. (Blue construction paper may be used to indicate water is in sink.)

e. Knife - Place knife in simulated sink of water.

f. Burner - Leave on a burner that is not in use. (Use a white construction paper cut circle with red lines to indicate burner is on.)

g. Cabinet door - Leave open.

h. Metal spoon - Place near or in mixing bowl, with a sign in mixing bowl indicating mixer is on.

i. Cookies - Leave a plate of cookies on top of range to remind us that small children may attempt to reach up to get them.

j. Oven as storage - Store crackers, oven cleaner, cleaning supplies, etc., in oven.

h. Dangling cord - Place cord so that it can trip or cause appliance to be unplugged or be jerked off counter, etc.

i. Household cleaners - Store under sink.

*Taken from Foods Module F-1, "Maintaining a Safe Kitchen"

HOME SAFE BASEBALL*
(Safety in the Kitchen)

Special Instructions to Teacher:

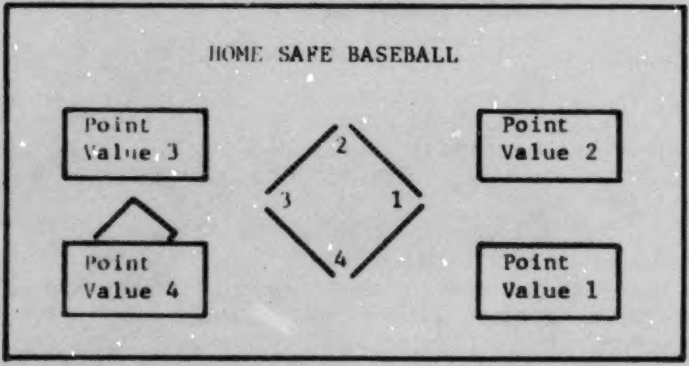
The game was developed to be used as a review after a unit on kitchen safety.

Procedures to Follow:

Divide the class into two teams. Each team member is to take a turn at bat by selecting a question for a specific point value. Point value one is equivalent to a single hit; point two level is a double; point three level, a triple; and point four level represents a home run. If a team member is at third base and a single is hit, then the runner on third base scores. If a team member advances to third base and a double is hit, the runner on first advances to third base only.

Each team is allowed three outs. If the team member misses answering a question, then he/she is considered out. The time limit on answering a question is as follows: 30 seconds for point value one, 45 seconds for point value two, 60 seconds for point value three, and 75 seconds for point value four.

A score board is kept on the chalkboard. The baseball field (game board) may be laid out on a large piece of poster board or on the bulletin board. A teacher or student may serve as game program master of ceremonies. The questions should be placed in their respective point value pockets. Baseballs (cut out of construction paper) may be used to represent the runners.



The game ends when the time limit has elapsed or three innings have been completed.

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*Kathleen A. Obenhoffer, The Development and Evaluation of a Kitchen Safety Game for Educable Mentally Retarded Students, Thesis (University of Wisconsin-Stevens Point, 1973) as quoted in: Fern M. Horn and Anita O. Barsness, Instructional Materials for Use with Educable Mentally Retarded Students Enrolled in Home Economics Classes, (Stevens Point: University of Wisconsin, 1975), p. 176.

QUESTIONS FOR CARDS TO BE PLACED IN POINT POCKETS

Directions: Write or type the questions or statements on 3 x 5 cards or slips of paper. Write the answers on the back for use by the master of ceremonies. Place in pockets made of file folders or mailing envelopes. Draw at random.

Point Value One (Answer true or false.)

1. Use water on a grease fire.
2. Pull on the cord to disconnect appliances from the wall.
3. Clean up spilled liquids and grease right after the meal.
4. Never use a towel to hold hot pans.
5. Use water to put out an electrical fire.
6. Put sharp knives in the dishwater along with other silverware.
7. Always cut toward yourself.
8. Use a fork or a knife to lift toast from a toaster.
9. Dry hands before plugging in electrical appliances.
10. Use a can opener, not a knife, to open tin cans.

Point Value Two

1. What do you use to handle hot pans?
2. What tool is used to press food into grinders?
3. What do you hold onto when disconnecting appliances from the wall?
4. If you put water on a grease fire what will happen?
5. Why should you have dry hands before touching electrical equipment?
6. What type of tool should you use when working with a mixer?
7. Why shouldn't you put sharp knives in the dishwasher?
8. What would you do with a towel that is on fire?

Point Value Three

1. What are two ways to put out a grease fire?
2. What is the meaning of the UL label on appliances?
3. Why should you not use a metal spoon, fork, spatula, or wooden spoon in a mixer while it is on?
4. Why do you wipe up spilled foods immediately?
5. How do you put out an electrical fire?
6. What are two reasons for using cold water in a garbage disposal?
7. Why do you use hot soapy water to wash dishes?
8. Why should you close cupboard doors?
9. Why do you keep the handles of kettles pointed to the back of the range?

Point Value Four

1. How do you disconnect an appliance with a heating element?

2. I am washing dishes. I do not like the music playing on the radio. I want to change the station. What should I do?

3. I want to buy a toaster. There is a toaster on sale at the discount store. It does not have the UL label. It does not cost as must as a toaster with the UL label. Which toaster would I buy?

4. I am washing dishes. I do not have many dishes, so I will put in all of the dishes, silverware, glasses, and sharp knives at one time. I cut myself on the sharp knives. What could I have done to keep from cutting myself?

5. I am helping my mother make supper. My little brother Jimmy is playing in the kitchen. Someone is knocking at the door. Mom goes to see who is there. Jimmy reaches up to the kettle of stew on the range. I have to run to move the kettle so that he does not spill the stew and burn himself. What can I do so that this does not happen again?

Instructor's Final Checklist

IDENTIFYING KITCHEN HAZARDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

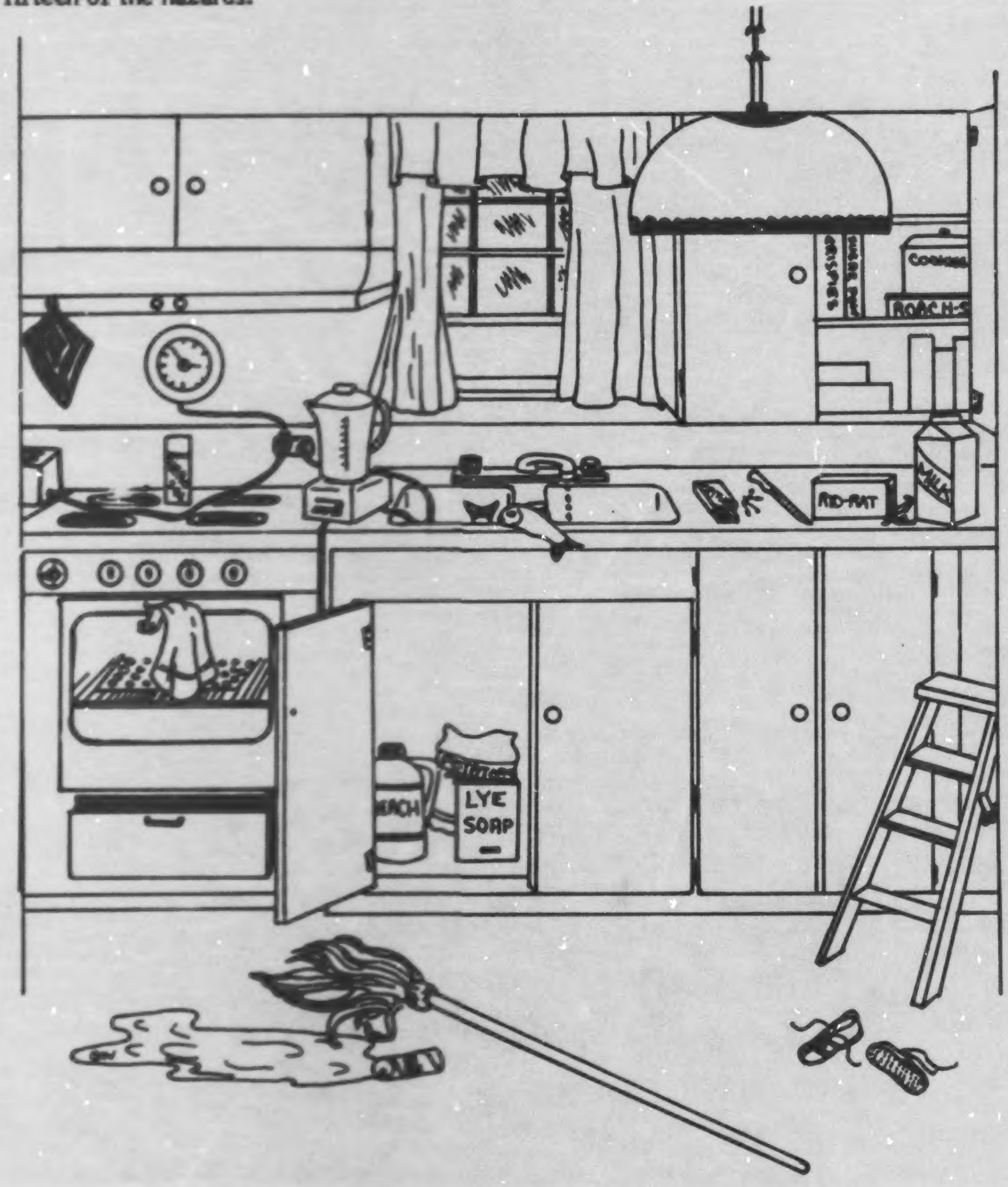
In reviewing the picture of a hazardous kitchen, the student identified at least fifteen of the following hazards:

		Accomplished	Not Accomplished
1.	Knife on counter.	[ ]	[ ]
2.	Oven drawer open	[ ]	[ ]
3.	Electric cord in sink	[ ]	[ ]
4.	Milk spoiling	[ ]	[ ]
5.	Poisons near food under sink	[ ]	[ ]
6.	Poisons near food on counter	[ ]	[ ]
7.	Poisons near food in cabinet	[ ]	[ ]
8.	Puddle on floor	[ ]	[ ]
9.	Mop out on floor.	[ ]	[ ]
10.	Aerosol can on stove.	[ ]	[ ]
11.	Towel on hot oven door.	[ ]	[ ]
12.	Frayed lamp cord	[ ]	[ ]
13.	Matches open and out	[ ]	[ ]
14.	Shoes on floor.	[ ]	[ ]
15.	Step ladder out	[ ]	[ ]
16.	Electric cord on stove	[ ]	[ ]
17.	Fish sitting out	[ ]	[ ]
18.	Outlet overload	[ ]	[ ]

Check-Out Activity

IDENTIFYING KITCHEN HAZARDS

Study this picture of a hazardous kitchen. There are a number of hazards. List at least fifteen of the hazards.


COOKIES
ROACH-S
RID-RAT
MILK
EACH
LYE SOAP

HOW MANY HAZARDS CAN YOU SPOT?

MEASURING INGREDIENTS

OBJECTIVE

GIVEN a cookie recipe, necessary ingredients, and measuring equipment,

MEASURE THE INGREDIENTS FOR THE RECIPE.

EACH INGREDIENT must be measured in the amount indicated in the recipe.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

Students will become aware that accurate measuring is necessary for success in cooking.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. MEASURING SOLID, LIQUID, AND DRY INGREDIENTS	1
Instructor's Final Checklist	
MEASURING INGREDIENTS	5

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will give you a cookie recipe, the necessary ingredients, and measuring equipment.

MEASURE AT LEAST TWO of the ingredients for the recipe.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet 1	
2	Name ingredients and have students identify kinds of equipment used to measure each ingredient.	Measuring Equipment: --Measuring spoons --Dry measuring cups --Liquid measuring cups --Spatula --Straight edge knife	
3	To reinforce your demonstration, let students play the Measurement Card Games.	Demonstration Supplies: --Measuring equipment --Flour --Water --Shortening Measurement Card Games (included in this section)	
4	Have students use two ¼ teaspoonfuls to fill a ½ teaspoon, four ¼ cupfuls to make one cup, etc., in order to provide experience in seeing how portions are formed. To emphasize the importance of measuring correctly, have students relate experiences of having mismeasured when preparing a recipe or having eaten food prepared by someone else who mismeasured.	Practice Supplies: --Measuring equipment --Liquid ingredient --Solid ingredient --Dry ingredient	
5	Bake the cookies and allow students to eat them.	Check-Out Supplies: --Cookie recipe --Cookie ingredients --Measuring equipment	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Use the Instructor's Final Checklist to evaluate each student.	Instructor's Final Checklist	

MEASUREMENT CARD GAMES*

Special Instructions for Teacher:

These card games will provide opportunities for students to practice addition of fractions necessary for measuring ingredients. The student will have to be able to convert simple fractions to common denominators in order to add them together.

There are masters for developing three different kinds of card games:
(1) liquid measurements, (2) dry measurements, and (3) measuring spoons.

A deck of cards should be constructed for each game to be played. Master pages with illustrations of playing cards are provided for each of the three card games listed above. Each master sheet includes illustrations for seven card types, plus one card which may be used by each player during game to check addition facts and equivalents. Twenty-eight (28) playing cards plus four (4) study cards are to be prepared for each deck.

To make a deck of cards for each game:

1. Make four (4) copies of the master sheet.
2. Cut apart.
3. Paste on 3 x 5 cards for durability. Laminate or cover with clear contact paper for repeated use. Make more attractive by pasting on construction paper or covering the back with colorfully designed contact paper.

Directions for Playing:

1. Two or three students can play with each deck prepared.
2. Cards are shuffled well and dealt seven (7) to each player.
3. Remainder of the deck is placed in center of table, face down, with top card turned face up to start discard pile.
4. Player to left of dealer begins by drawing a card from either the deck or the top of the discard pile.
5. After drawing a card, player may then lay down any grouping of cards equal to (1) cup, or equal to one (1) tablespoon if playing with deck of measuring spoons. After laying down a grouping, if he/she has one, player lays down a card.
6. Players continue in turn until one player has no cards left. That player is declared the winner.
7. Variations:
   a. To accomodate 4-6 players, decks for both dry and liquid cup measurements can be combined. Each player would then have to distinguish between dry and liquid cup measuring cards in order to make groupings of similiar cup types. As this variation introduces separation of utensils as well as addition of fractions, it would be best played by students who first achieve success with the regular game.
   b. These cards could also be used for study of recipes. The students would select cards from all three decks as needed to match the stated measurements in any given recipe(s).
   c. Simplify game for the handicapped by working only with 1's, 1/2's, and 1/4's.

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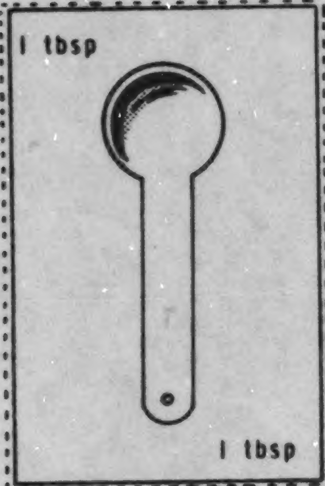
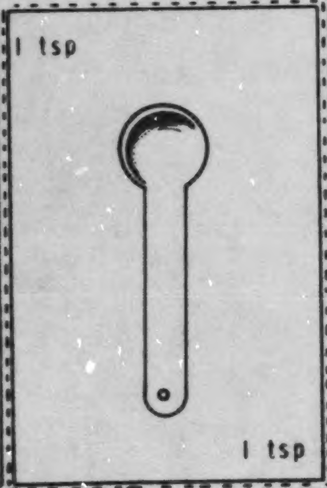
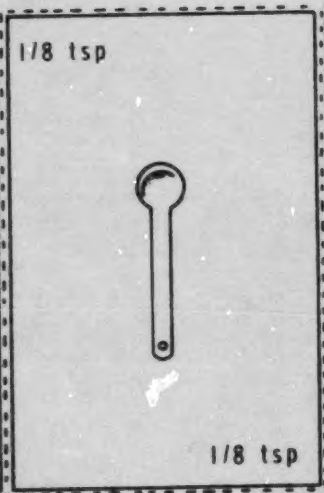
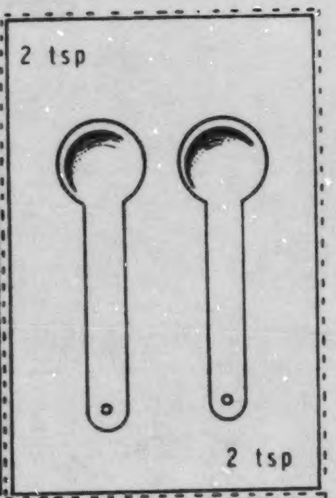
*Reprinted and adapted, with permission from:
Fern M. Horn and Anita O. Barsness, Instructional Materials for Use with Educable Mentally Retarded Students Enrolled in Home Economics Classes (Stevens Point: University of Wisconsin, 1975), pp. 171-177.

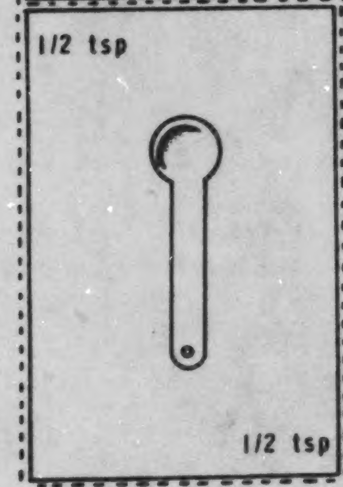
MEASURING SPOON GAME

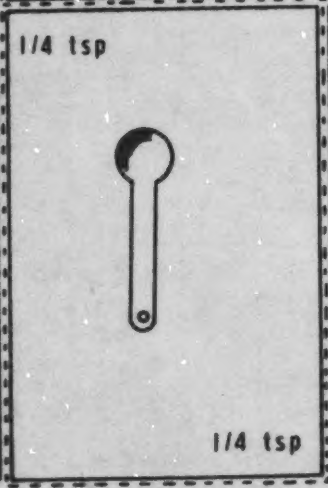

1 tbsp
1 tbsp

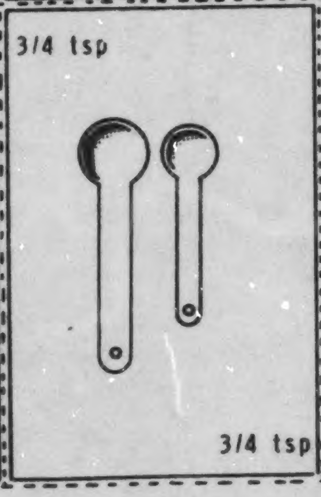



1/8 tsp
1/8 tsp




1/2 tsp
1/2 tsp


1/4 tsp
1/4 tsp


3/4 tsp
3/4 tsp

1/8 + 1/8 = 1/4tsp

1/4 + 1/4 = 1/2tsp

1/2 + 1/2 = 1tsp

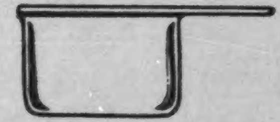
3tsp = 1tbsp

Measurement Card Game (p. 2)

Task Assignment Sheet PA-HE-6

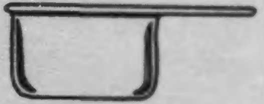
DRY MEASUREMENT GAME

1 Cup



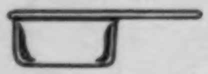
1 Cup

1/2 Cup



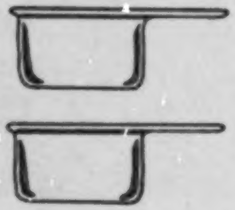
1/2 Cup

1/8 Cup



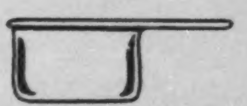
1/8 Cup

2/3 Cup



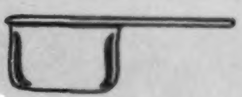
2/3 Cup

1/3 Cup



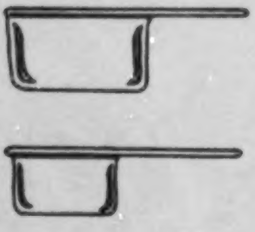
1/3 Cup

1/4 Cup



1/4 Cup

3/4 Cup



3/4 Cup

1/8c + 1/8c = 1/4c

1/4c + 1/4c = 1/2c

1/2c + 1/2c = 1c

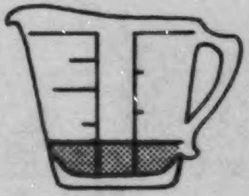
1/3c + 1/3c = 2/3c

1/3c + 1/3c

+ 1/3c = 1c

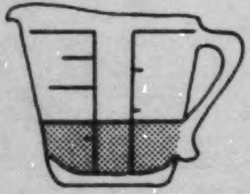
LIQUID MEASUREMENT GAME

1/8 Cup



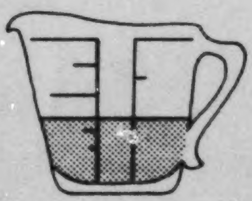
1/8 Cup

1/4 Cup



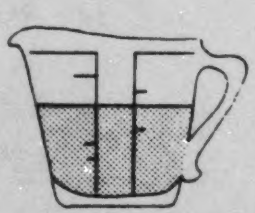
1/4 Cup

1/3 Cup



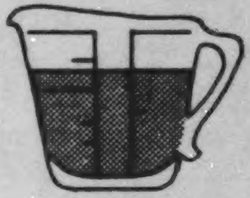
1/3 Cup

1/2 Cup



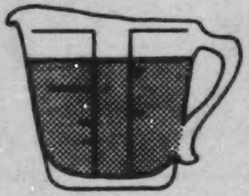
1/2 Cup

2/3 Cup



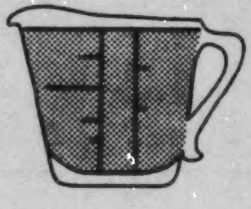
2/3 Cup

3/4 Cup



3/4 Cup

1 Cup



1 Cup

1/8c + 1/8c = 1/4c

1/4c + 1/4c = 1/2c

1/2c + 1/2c = 1c

1/3c + 1/3c = 2/3c

1/3c + 1/3c

+ 1/3c = 1c

Instructor's Final Checklist

MEASURING INGREDIENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student measured at least two ingredients in the amounts specified in the recipe	[ ]	[ ]

SETTING THE TABLE FOR A SIMPLE MEAL

OBJECTIVE

GIVEN a menu, placemat or tablecloth, dinnerware, flatware, glassware, centerpiece, and table,

SET THE TABLE FOR ONE PLACE.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Student should experience a sense of satisfaction from setting an attractive, properly set table.
—Students should know the basic rules for setting a table for any meal.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. SETTING THE TABLE	1
Instructor's Final Checklist	
SETTING THE TABLE FOR A SIMPLE MEAL	5

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will give you a menu and the necessary supplies for setting a table.

SET THE TABLE FOR ONE PLACE.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the illustration of the Basic Table Setting. Define and point out: dinnerware, flatware, tines.	Instruction Sheet 1	
2	Demonstrate a table setting for breakfast, lunch, and dinner. Show how items fit on or around placemat. Add ideas for making inexpensive centerpieces. Have students use cutouts from magazines and paste up a table setting on a construction paper placemat.		
3	Suggested Luncheon Menu: Hamburger French Fries Cole Slaw Milk Suggested Dinner Menu: Meat Loaf Baked Potato Peas Jello Salad Rolls and Butter Coffee Apple Pie	Menus for luncheon and dinner	
4	Let students choose supplies necessary to set their table. An alternative activity: Collect and evaluate pictures of table settings.	Diagrams produced in Learning Activity 3. Supplies necessary for setting a table.	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Give each student a menu. Allow him/her to select the supplies he/she will need to set the table. Use the Instructor's Final Checklist to evalute each student's work.	Several different menus A place setting for each student Instructor's Final Checklist	

Instructor's Final Checklist

SETTING THE TABLE FOR A SIMPLE MEAL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In setting the table, the student:

	Accomplished	Not Accomplished
1. Chose a table setting appropriate for the menu	[ ]	[ ]
2. Placed the tablecloth/placemat straight on the table	[ ]	[ ]
3. Chose/made a centerpiece that was a center of interest	[ ]	[ ]
4. Placed the dinner plate about 1" from edge of table in center of space provided	[ ]	[ ]
5. Placed silver at right angle with edge of table with handles 1" from edge	[ ]	[ ]
a. Knife at right of plate with blade turned toward plate	[ ]	[ ]
b. Spoon at right of knife	[ ]	[ ]
c. Fork at left of plate	[ ]	[ ]
6. Placed napkin at left of fork, 1" from edge of table	[ ]	[ ]
7. Placed water glass near the end of knife	[ ]	[ ]
8. Placed cup and saucer at right of spoon	[ ]	[ ]
9. Placed bread and butter plate near the tines of fork	[ ]	[ ]
10. Placed salad plate at left of bread and butter plate, but closer to edge of table	[ ]	[ ]
11. Did not include the dessert dish with the setting	[ ]	[ ]

PACKING A LUNCH

OBJECTIVE

GIVEN a variety of foods and the necessary supplies,

PACK A LUNCH.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

Students should be acutely aware of the importance of packing a "safe" lunch—"keeping hot foods hot, cold foods cold, and everything clean."

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
PACKING A LUNCH	7

CHECK-OUT ACTIVITIES

Your instructor will provide a variety of foods and the supplies to use for packing a lunch.

Choose foods suitable for packing, prepare them for packing, and pack them in a lunchbox or paper bag.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may use any reference you have about packing lunches.	Suggested References: Lunch To Go: A Guide to Preparing Nutritious, Delicious Box Lunches, (Form No. 207-716-75) Dow Chemicals Co. 2030 Dow Center Midland, MI 48640 Phone (517) 636-1000 (Complimentary Copy) Lunches for Work or School (H.E. 3-222A) Cooperative Extension Service College of Agriculture University of Kentucky Lexington, KY 40506 (Available through your County Extension Service) "Safe Brown Bag Lunches" U.S. Department of Agriculture December 1975 (Check with your County Extension Service)	
	Have students identify businesses in the community which supply "brown bag" or "sack" lunches. Also call attention to the fact that someone earns a living packing the food items sold in vending machines.	Businesses which supply items for sack lunches, carryouts, and package items for vending machines.	
2	The discussion may include: —The importance of a nutritious lunch. —Kinds of nutritious foods suitable for packing. —The necessity of keeping hot foods hot, cold foods		

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	cold, and everything clean. —Relating stories or cases of persons students know who have suffered from food poisoning.		
3	In your demonstration, include a sandwich and another food that requires a different packaging technique.	Suggested Supplies: —A sandwich —Another food, such as a salad —Wrapping paper: waxed, plastic, or aluminum foil —Plastic dish with tight fitting top or vacuum container.	
4	Prepare a chart or transparency showing the steps in wrapping a sandwich to be used as a reference for the practice session.	Sandwich Wrapping product	
5	In demonstrating lunch packing techniques, show a logical arrangement of the food in order to keep it intact. The napkins, forks, spoons, etc. should be placed at the top of the arrangement.	Suggested Supplies: —Lunchbox or paper bag —Wrapped or packaged foods —Napkins, plastic fork or spoon	
6	Have students practice packing a lunch at school or at home.	Supplies suggested above	
7	Use the Instructor's Final Checklist to evaluate each student's work. NOTE: You may prefer having students prepare	Supplies for each student: —A variety of food (a few unsuitable for packing) —Packaging materials and supplies	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	a lunch at home and evaluating that lunch.	--Plastic ware --Paper napkins --Lunchbox or paper bag	
	As a culminating activity have a party or a picnic, and eat the packed lunches.		

Instructor's Final Checklist

PACKING A LUNCH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In the packed lunch, the

	Accomplished	Not Accomplished
1. Foods were suitable for packing	[ ]	[ ]
2. Foods were perfectly sealed	[ ]	[ ]
3. Foods were arranged so that they were intact	[ ]	[ ]
4. The necessary paper products (napkin, cups, plates, etc.) were included	[ ]	[ ]
5. The necessary plastic products (fork, spoon, knife, etc.) were included	[ ]	[ ]

SEWING ON A SEW-THROUGH BUTTON

OBJECTIVE

GIVEN a piece of fabric, a sew-through button with two holes, a spacer, and sewing supplies,

SEW THE BUTTON TO THE FABRIC.

THE BUTTON should be attached securely without puckering the fabric; the STITCHES should be the proper size for the hole space; the THREAD SHANK should be secured; and the THREAD should be secured to the bottom side of the fabric.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students should be aware that some jobs, other than homemaker, involve sewing on buttons.

--Students should understand that a seemingly insignificant job--such as sewing on a button--can often be an important task on the job.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. SEWING ON A SEW-THROUGH BUTTON	1
Instructor's Final Checklist	
SEWING ON A SEW-THROUGH BUTTON	5

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will give you a piece of fabric, a sew-through button with two holes, a spacer, and sewing supplies.

SEW THE BUTTON TO THE FABRIC

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I	
2	Discuss the two types of buttons. Prepare a display of each type of button. Students may bring them from home. Discuss the steps in sewing on a sew-through button with two holes. (Be sure students know meanings of terms "shank" and "spacer.") Point out why each step is important.		
3	Explain each step as you demonstrate sewing on the button.	Supplies needed: Fabric Needle Thread Two-hole button Straight pin Thimble Scissors	
4		Supplies listed above for each student	
5	Use the Instructor's Final Checklist to evaluate each student's work.	Supplies listed in Learning Activity 3 for each student. Instructor's Final Checklist	

Instructor's Final Checklist

SEWING ON A SEW-THROUGH BUTTON

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In sewing on the sew-through button, the student:

	Accomplished	Not Accomplished
1. Attached the button securely without puckering the fabric	[ ]	[ ]
2. Made the stitches the proper size for the hole space.	[ ]	[ ]
3. Secured the thread shank	[ ]	[ ]
4. Secured the thread to the bottom side of the fabric	[ ]	[ ]

REMOVING SIMPLE STAINS

OBJECTIVE

USING washable fabric, a product to produce a stain, supplies to remove the stain, and instructor's guidelines,

REMOVE THE STAIN FROM THE FABRIC.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

Students should be encouraged to maintain a pleasing appearance and to save money by removing simple stains from washable fabrics at home.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
GUIDE FOR REMOVING STAINS	1, 2
Instructor's Final Checklist	
REMOVING SIMPLE STAINS	3

CHECK-OUT ACTIVITIES

Your instructor will give you the guidelines for demonstrating your ability to remove a stain.

Remove the stain following the guidelines.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Help students identify washable fabrics which are suitable for stain removal. Additional references may be helpful in presenting this activity.	Instruction Sheet I Addresses for Resource Materials: American Institute of Laundering Joliet, IL 60434 E.I. Du Pont De Nemours and Company Textile Fibers Department 1007 Market St. Wilmington, DE 19898 International Fabricare Institute 12251 Tech Road Silver Spring, MD 20904 Maytag Company Home Service Department Newton, Iowa 50208 Soap and Detergent Association 475 Park Avenue, South at 32nd Street New York, NY 10016	
2	Conduct small-group work for the practice sessions. You may prefer that students bring the necessary supplies. Compare products for removing stains which are sold in grocery stores, drug stores, and other places. Note differences in ingredients, instructions, and recommended use. Invite a resource person to explain and demonstrate spot removal.	Supplies Needed by Each Group: —Pieces of washable fabric —Two products which produce simple stains --Supplies for removing the two stains Suggested Resource Persons: --Dry cleaner or "spotter" who works in a dry cleaner	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Students may bring the necessary supplies. Use the Instructor's Final Checklist to evaluate each student.	Supplies Needed by Each Student: --Check-Out Activity Sheet: REMOVING SIMPLE STAINS --One piece of washable fabric --One product for producing stain --Supplies for removing the stain Evaluation Instrument Needed: Instructor's Final Checklist	

Instructor's Final Checklist

REMOVING SIMPLE STAINS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In demonstrating stain removal, the student:

	Accomplished	Not Accomplished
1. Selected a stain	[ ]	[ ]
2. Obtained the supplies needed to make and remove the stain	[ ]	[ ]
3. Made two spots of the stain on a piece of washable fabric	[ ]	[ ]
4. Removed all traces of one of the spots	[ ]	[ ]
5. Demonstrated the before-and-after results	[ ]	[ ]

CHANGING A BABY'S DIAPER

OBJECTIVE

GIVEN an infant doll and necessary supplies,

CHANGE THE BABY'S DIAPER.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will realize the importance of exercising tender and loving care when dealing with small children.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. FOLDING A BABY'S DIAPER	1
II. CHANGING A BABY'S DIAPER	4
Student Self-Check	
I. STEPS IN FOLDING A DIAPER	2
Instructor's Final Checklist	
CHANGING A BABY'S DIAPER	8

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will give you an infant doll and the necessary supplies for changing a baby's diaper.

CHANGE THE DIAPER.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss other methods of folding diapers. To reinforce the discussion, prepare a display of diapers demonstrating various methods of folding.	Instruction Sheet I	
2		Student Self-Check I	
3	Prepare a model diaper for students to examine during the practice activity. For review: Create a display of correctly and incorrectly folded diapers. Discuss problems that can occur when diapers are folded incorrectly.	Supplies needed: Oblong diapers (preferably one for each student)	
4		Instruction Sheet II	
5	Discuss in large groups or small groups steps in changing a diaper. Note the importance of handling the baby gently; talking to the baby; safe procedures, etc.)		
6	In demonstrating changing the baby, name or identify each supply item used. Emphasize how to use it safely and properly. Explain the importance of each step.	Supplies needed: --Infant doll --Clean cloth diaper --Wet washcloth or towelette --Pad or towel --Lotion	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	If possible, arrange practice stations at different locations in the classroom.	Supplies needed: --Infant dolls --Clean cloth diapers --Wet washcloths or towelетts --Pads or towels --Lotions	
8	Use the Instructor's Final Checklist to evaluate each student.	Supplies needed: Supplies as listed in Learning Activity 6.	

Instructor's Final Checklist

CHANGING A BABY'S DIAPER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In changing a baby's diaper, the student:

	Accomplished	Not Accomplished
1. Folded the fresh diaper properly	☐	☐
2. Placed the baby on a flat surface	☐	☐
3. Removed the used diaper properly	☐	☐
4. Washed the diaper area	☐	☐
5. Place a fresh diaper on correctly	☐	☐
6. Applied lotion to the diaper area	☐	☐
7. Secured the diaper properly	☐	☐
8. Handled the baby gently	☐	☐
9. Did not leave the baby unattended	☐	☐
10. Talked to the baby	☐	☐

BABYSITTING

OBJECTIVES

GIVEN twenty statements about babysitting,

IDENTIFY THE INCORRECT STATEMENTS.

YOU SHOULD identify at least four of the five incorrect statements.

AND/OR

GIVEN an actual babysitting situation,

CARE FOR THE CHILD OR CHILDREN.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Student will realize the importance of understanding, liking, and accepting small children.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. A BABYSITTER'S RESPONSIBILITIES	1
Instructor's Final Checklist	
BABYSITTING	6

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will give you twenty statements about babysitting.

IDENTIFY THE INCORRECT ANSWERS,

AND/OR

Go through an actual babysitting situation.

CARE FOR THE CHILD OR CHILDREN.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	To support and reinforce this reading activity, have a panel of students who have babysat lead a discussion on caring for children. Allow the class to ask questions.	Instruction Sheet I	
2	Read the pledge to the class. Discuss the important points.	"The Babysitter's Pledge" is in this section.	
3	Help the class develop a list of questions to be used in interviewing parents. You may invite a day care center worker to describe the kinds of information about children and parents kept by the center and why each is important. This resource person may also present jobs in child care and information related to other aspects of babysitting which are a part of the learning activities in this module.	Resource Person --Day Care Center Worker	
4	Create a case situation, and coach students in filling out the form.	The "Babysitter's Checklist," is in this section. (You will need one for each student who does this activity.)	
5	To make babysitter kits, students may work in small groups or alone. Students can bring their own supplies.	Supplies Needed: --Tote bag, box, or sock large enough to hold supplies --Decorating materials --Emergency tools such as	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	OR Students can compile information, helpful hints, babysitting experiences forms, etc., into a notebook that can be used as a babysitter guide.	adhesive bandages and flashlight —At least three entertaining tools such as simple games, puzzles, puppets, etc.	
6	Students have the option of completing a paper-and-pencil test or of actually babysitting if it can be arranged. You may choose to have them do both. Use the Instructor's Final Checklist to evaluate each student. (You may consider having the employer complete the Instructor's Final Checklist when students actually babysit.)	Check-Out Activity Sheet, "Babysitting" and/or Small children to be cared for Instructor's Final Checklist	

The Baby Sitter's Pledge

"I have one of the most responsible jobs in the world.

I am in charge of a priceless possession.

From the moment I start my duties until the parents return, I will keep awake, alert, watchful.

I will be prepared to meet any emergency of accident or illness.

I will know how and where to call the doctor, the police, the fire department, and the place where the parents, near friends, or neighbors may be reached.

I will know how to properly care for simple burns, cuts, and bruises.

When entering a strange home, I will take careful note of my surroundings, and will observe, and if possible correct, any condition that may cause an accident during my presence.

I will not permit my charges to play around stoves, electrical appliances, or upon stairways.

I will not permit them to play with matches, knives, or other sharp objects, or with unsafe toys.

I will feed my charges only what mother specifies.

I will lock all outside doors after parents leave, and will not open them to strangers.

I will faithfully follow other instructions.

I will not entertain friends without the permission of my employers.

I am fully aware that a child's life is in my hands.

I will do all in my power to protect that life."

THE BABYSITTER'S CHECKLIST

1. Child(ren)'s name(s) and age(s):

2. Where can the parents be reached?

3. When will the parents return?

4. Emergency telephone numbers:

Local emergency number ____________________

Fire department number ____________________

Police department number ____________________

Poison Control Center number ____________________

Neighbor's name and number ____________________

Relative's name and number ____________________

Doctor's name and number ____________________

Other: ______________ ____________________

5. Special care instruction's for the child(ren):

TV rules:

Mealtime:

Bedtime and sleeping arrangements:

Special habits and/or problems:

Instructor's Final Checklist

BABYSITTING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. The student identified at least four of the five incorrect statements	[ ]	[ ]
AND/OR		
2. When babysitting a child or children, the student:		
a. Made the business agreement in advance	[ ]	[ ]
b. Arrived on time for the job	[ ]	[ ]
c. Followed the parent's instructions for caring for the child or children	[ ]	[ ]
d. Practiced appropriate safety precautions	[ ]	[ ]
e. Gave full time and attention to the care of the child or children.	[ ]	[ ]
f. Practiced good manners	[ ]	[ ]

Check-Out Activity

BABYSITTING

Identify the incorrect statements below. Write the letter by each incorrect statement ON YOUR OWN PAPER.

1. To keep children safe, you should:

   a. Know what to expect of them at different ages and stages of growth.
   b. Let them take dangerous chances to teach them to take care of themselves.
   c. Provide a safe home and play area.
   d. Teach them safe habits.
   e. Know what to do in case an emergency arises.

2. To care for children, you should:

   a. Spank them to make them behave.
   b. Never leave them alone.
   c. Like and accept them.
   d. Learn how to hold, feed, and diaper babies.
   e. Be prepared to entertain them.

3. To have a good working relationship, you should:

   a. Investigate the background of the family.
   b. Make business agreements in advance.
   c. Avoid asking too many questions.
   d. Always let your parents know where you are babysitting.
   e. Always arrive on time.

4. To practice good manners, you should:

   a. Avoid reading the family's personal mail.
   b. Avoid looking into drawers and closets.
   c. Avoid using the family's personal items.
   d. Feel free to eat anything in the refrigerator.
   e. Invite your friends in for a visit.

ANSWER KEY

Check-Out Activity

BABYSITTING

Identify the incorrect statements below. Write the letter by each incorrect statement ON YOUR OWN PAPER.

1. To keep children safe, you should:

   a. Know what to expect of them at different ages and stages of growth.
   [✓ b.] Let them take dangerous chances to teach them to take care of themselves.
   c. Provide a safe home and play area.
   d. Teach them safe habits.
   e. Know what to do in case an emergency arises.

2. To care for children, you should:

   [✓ a.] Spank them to make them behave.
   b. Never leave them alone.
   c. Like and accept them.
   d. Learn how to hold, feed, and diaper babies.
   e. Be prepared to entertain them.

3. To have a good working relationship, you should:

   a. Investigate the background of the family.
   b. Make business agreements in advance.
   [✓ c.] Avoid asking too many questions.
   d. Always let your parents know where you are babysitting.
   e. Always arrive on time.

4. To practice good manners, you should:

   a. Avoid reading the family's personal mail.
   b. Avoid looking into drawers and closets.
   c. Avoid using the family's personal items.
   [✓ d.] Feel free to eat anything in the refrigerator.
   [✓ e.] Invite your friends in for a visit.

PLANNING DAILY ACTIVITIES

OBJECTIVE

GIVEN a list of activities and a Daily Planning Sheet,

COMPLETE THE DAILY PLANNING SHEET.

THE COMPLETED SHEET should include the appropriate time schedule for each activity, the person responsible for each activity, and equipment and supplies needed for each activity.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

Students will learn how to plan and organize around a theme.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. PLANNING FOR NEEDS OF CHILDREN	1
II. SAMPLE SCHEDULES FOR A CHILD CARE CENTER	2
III. SAMPLE DAILY SCHEDULE	4
Student Self-Checks	
I. MEETING CHILDREN'S NEEDS	3
II. PREPARING A DAILY PLANNING SHEET	5
Instructor's Final Checklist	
PLANNING DAILY ACTIVITIES	6

CHECK-OUT ACTIVITIES

Your instructor will give you a Daily Planning Sheet and a list of Daily Activities.

Prepare the schedule for the activities.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the importance of each need listed in the Instruction Sheet. Stress the need for rest and activity periods.	Instruction Sheet I	
	Invite a resource person to speak about children's basic needs and their importance to healthy child development.	Suggested Resource Persons: Family doctor Pediatrician Child Psychologist Early Childhood teacher	
2	Discuss why the first sample schedule is much superior to the second one.	Instruction Sheet II	
	Visit a child care center or kindergarten and observe some of the daily activities, or		
	Invite a child care teacher or director to discuss planning daily activities for a group of small children.	Suggested Resource Persons: Director of a child care center Child care teacher	
3	Provide each student a copy of this exercise.	Student Self-Check I (A master copy is in this section.)	
4	Explain the meaning of a theme. Have students name themes that are appropriate for small children's activities.	Instruction Sheet III	
	Discuss how to identify equipment and supplies needed.		

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Provide each student a copy of this exercise. Students' planning sheets will be different. The answer key is just a suggested one.	Student Self-Check II (A master copy is in this section.)	
6	Provide a copy of the Check-Out Activity Sheet for each student. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheet: PLANNING DAILY ACTIVITIES Instructor's Final Checklist	

Student Self-Check I

MEETING CHILDREN'S NEEDS

Ask your teacher for a copy of this exercise. Look back at the sample schedules in Instruction Sheet II. Check the needs that each schedule meets. When you have finished, check your answers with those on the next page.

NEEDS	SAMPLE 1	SAMPLE 2
1. Exercise		
2. Nutritious food		
3. Language skills development		
4. Social skills development		
5. Self-concept development		
6. Knowledge and skill development		
7. Finding out about the world		
8. Development of good food habits		
9. Development of the senses		
10. Balance between quiet and active activities		
11. Fun		

Student Self-Check II

DAILY PLANNING SHEET

TIME ACTIVITY	8:00-8:30	8:30-8:45	8:45-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00
Specific Activity							
Person Responsible							
Equipment and Supplies Needed							

TIME ACTIVITY	12:00-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
Specific Activity						
Person Responsible						
Equipment and Supplies Needed						

Instructor's Final Checklist

PLANNING DAILY ACTIVITIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The Daily Planning Sheet included:	Accomplished	Not Accomplished
1. The appropriate time schedule for each activity	☐	☐
2. A person responsible for each activity	☐	☐
3. Equipment and supplies necessary for each activity	☐	☐

Check-Out Activity

PLANNING DAILY ACTIVITIES

Review the activities below. Arrange them in the sequence that you think they should be presented in a day care center. Then prepare a Daily Planning Sheet.

Activities

Children Arrive: hang up wraps

Snack: crackers and juice

Free Play: play with friends

Learning Activity: plants

Creative Activity: draw picture of a plant

Opening Exercise: pledge allegiance to the flag

Clean-up

Lunch: soup, peanut butter sandwich, cookies, milk

Game: "Find a Plant"

Story: Trees

Rest

Music: "Pretty Flowers"

Prepare to Leave

Workers Responsible for Activities

Jane

Bob

Alice

Jack

DAILY PLANNING SHEET

Date: ______________________

Name: ______________________

Theme: ______________________

TIME ACTIVITY	8:00-8:30	8:30-8:45	8:45-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00
Specific Activity							
Person Responsible							
Equipment and Supplies Needed							

TIME ACTIVITY	12:00-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
Specific Activity						
Person Responsible						
Equipment and Supplies Needed						

SUGGESTED ANSWER KEY

Check-Out Activity

PLANNING DAILY ACTIVITIES

Date: ____________________

Name: ____________________

Theme: Plants

TIME	8:00-8:30	8:30-8:45	8:45-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00
ACTIVITY	Children Arrive	Opening Exercise	Free Play	Snack	Learning Activity	Creative Activity	Clean Up
Specific Activity	Hang up wraps	Pledge of Allegiance	Play with friends	Crackers and juice	Plants	Draw pictures of plants	
Person Responsible	Jane	Bob	Alice	Jack	Jane	Bob	Alice
Equipment and Supplies Needed		Flag	Toys	Plates, cups, napkins	Pictures of plants	Paper, pencils crayons	Broom, cleaning supplies

TIME	12:00-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
ACTIVITY	Lunch	Rest	Story	Game	Music	Prepare to Leave
Specific Activity	Soup, peanut butter sand. Cookie, milk		Trees	Find a Plant	"Pretty Flowers"	
Person Responsible	Jack	Jane	Bob	Alice	Jack	Jane
Equipment and Supplies Needed	Food, table, eating equipment	Cots or mats	Book, Trees	A variety of small plants	Record player, record	

READING OR TELLING A STORY

OBJECTIVE

USING a story appropriate for small children,

READ OR TELL THE STORY.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

Students will become aware that presenting stories to small children is setting the stage for their learning to read. It is one of the most important activities included in the daily activity plan.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. CHOOSING STORIES FOR SMALL CHILDREN	1
II. READING OR TELLING A STORY	3
Student Self-Checks	
I. GUIDE FOR SELECTING STORIES	2
II. PLANNING A STORYTIME ACTIVITY	4
III. RATING MY STORYTIME ACTIVITY	5
Instructor's Final Checklist	
READING OR TELLING A STORY	6

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students recall favorite children's stories.	Instruction Sheet I	
2	Conduct a sharing session. Students share the information they recorded on the Guide for Selecting Stories.	A variety of children's storybooks Student Self-Check I (A master copy is in this section.)	
3	Discuss how each item listed in the Instruction Sheet can affect the story activity.	Instruction Sheet II	
4		Student Self-Check II (A master copy is in this section.)	
5	Students may practice in small groups.	Student Self-Check III (A master copy is in this section.)	
6	Have students select a story to read or tell. If possible, have students present the story to small children. You may arrange a visit to a day care center or invite a group of small children to your class. Another option is to suggest that students volunteer their services in places where there are programs for small children, such as libraries, community centers, and churches. (In this case, you may consider having the directors of these programs to complete the Instructor's Final Checklist to evaluate each student.)	A selection of children's stories A group of small children, if possible Instructor's Final Checklist 94	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	If students do not have access to small children, have them present the story in class. Use the Instructor's Final Checklist to evaluate each student's performance.		

Student Self-Check II

PLANNING A STORYTIME ACTIVITY

Using the story you selected, plan to tell or read the story. Complete the planning guide below. Look back at Instruction Sheets I and II if you need to. Your instructor will provide a copy of this sheet.

1. Materials and props needed:

2. The way the story will be presented:

3. How the story will be introduced:

4. The steps which will be followed in telling and/or presenting the story:

5. How the children will be encouraged to participate:

6. Appropriate questions for encouraging response from children:

7. The location chosen for the activity:

8. Safety precautions to be taken:

Student Self-Check I

GUIDE FOR SELECTING STORIES

Your instructor will provide a copy of this sheet.

FEATURES OF STORY	YES	NO
1. The main character is interesting to child.		
2. It tells about everyday experiences child can understand.		
3. It tells about new experiences which give child new ideas.		
4. It has one main idea and a few less important ones.		
5. It has only a few new words.		
6. It is not too long to hold child's interest.		
7. The pictures are large and colorful.		
8. The pictures can be understood by child.		
9. It has a happy ending.		

Student Self-Check III

RATING MY STORYTIME ACTIVITY

Practice reading and telling the story you have selected. If possible, read to a group of students. Use the rating form below to rate your performance. Your instructor will provide a copy of this sheet.

ACTIVITY	YES	NO
1. Did you set the stage by having the children sit on the floor around you?		
2. Were the children happy and contented?		
3. Did your introduction get the children's attention?		
4. Did you direct your voice toward the children rather than toward the book most of the time?		
5. Did you hold the book at the eye level of the children?		
6. Did you use expression to emphasize parts of the story?		
7. Did you use a pleasing voice and say the words distinctly?		
8. Did you act excited about the story?		
9. Did you explain unfamiliar words in terms the children could understand?		
10. Was the storytelling area attractive and arranged for quiet time?		
11. Did you use props, a flannel board with cut-outs, or action participation stories?		
12. Did you encourage children to participate?		

Instructor's Final Checklist

READING OR TELLING A STORY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In presenting a story, the student:

	Accomplished	Not Accomplished
1. Chose a story appropriate for small children	☐	☐
2. Had the children sit on the floor in semicircle around him/her	☐	☐
3. Got the children's attention	☐	☐
4. Directed his/her voice toward the children	☐	☐
5. Held the book at children's eye level	☐	☐
6. Used a pleasing voice	☐	☐
7. Pronounced words distinctly	☐	☐
8. Acted enthusiastic about the story	☐	☐
9. Explained unfamiliar terms	☐	☐
10. Used props or action participation	☐	☐
11. Encouraged children to participate	☐	☐

SELECTING TOYS FOR SMALL CHILDREN

OBJECTIVES

GIVEN a selection of ten toys,

SELECT ONE TOY FOR EACH OF THESE AGE GROUPS:

--Under 1 year
--Ages 1-2 years
--Ages 2-3 years
--Ages 3-4 years
--Ages 4-5 years

EACH TOY SELECTED must be safe and interesting for each age group.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

Students will become aware that children's interests and abilities change from one age period to the next.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. CHOOSING SAFE TOYS	1
II. CHOOSING INTERESTING TOYS	3
Student Self-Check	
I. TOY SAFETY RATING SHEET	2
Instructor's Final Checklist	
SELECTING TOYS FOR SMALL CHILDREN	5

CHECK-OUT ACTIVITIES

Your instructor will provide a selection of toys.

Select one toy for each of these age groups that is safe and interesing:

--Under 1 year
--1-2 years
--2-3 years
--3-4 years
--4-5 years

SELECTING TOYS FOR SMALL CHILDREN

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have a variety of safe and unsafe toys for preschool children. Present each one and discuss the features of each.	Instruction Sheet I	
2		Student Self-Check I, A selection of safe and unsafe toys	
3	Discuss the interests of each age group cited in the instruction sheet.	Instruction Sheet II	
4	Create a workshop situation by setting up stations of toys suitable for each age group: under 1, 1-2, 2-3, 3-4, 4-5. Use resource people at each station to discuss safety and interest features of the toys.	A variety of toys for each preschool age group. Suggested resource persons: --Nursery teacher --Day care director --Day care teacher --Toy salesperson --Child psychologist --Parent	
5	Provide each student a Check-Out Activity Sheet to complete as he/she selects a toy for each of the five age groups listed. or	A selection of at least ten toys--both appropriate and inappropriate--for small children. or	

SELECTING TOYS FOR SMALL CHILDREN

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Have students cut out pictures of toys appropriate for each age group. Use the Instructor's Final Checklist to evaluate each student.	A toy catalog Check-Out Activity Sheet: "Selecting Toys for Small Children" Instructor's Final Checklist	

Instructor's Final Checklist

SELECTING TOYS FOR SMALL CHILDREN

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student selected a safe and interesting toy for the following age groups:	Accomplished	Not Accomplished
1. Under 1 year	[ ]	[ ]
2. Ages 1-2 years	[ ]	[ ]
3. Ages 2-3 years	[ ]	[ ]
4. Ages 3-4 years	[ ]	[ ]
5. Ages 4-5 years	[ ]	[ ]

LEADING A MUSIC ACTIVITY WITH RHYTHMIC BODY MOVEMENTS

OBJECTIVE

USING a recording of a children's song,

LEAD A MUSIC ACTIVITY WITH RHYTHMIC BODY MOVEMENTS.

YOU WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

Students will realize that children develop a sense of rhythm at different stages of development. They must not be "forced" to follow definite rhythm patterns.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. GUIDING A MUSIC ACTIVITY WITH RHYTHMIC BODY MOVEMENTS	1
Instructor's Final Checklist	
LEADING A MUSIC ACTIVITY WITH RHYTHMIC BODY MOVEMENTS	5

CHECK-OUT ACTIVITIES

Using the recording of the song you selected, lead a music activity with rhythmic body movements.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may reinforce the discussion of information, by inviting a resource person to discuss and demonstrate simple rhythm movements appropriate for small children.	Instruction Sheet I Suggested Resource Persons: --Dance teacher --Child care teacher --Child care aide	
2	Refer to Instruction Sheet I for suggested rhythm movements. Other suggested rhythm activities are: --Move to fast and then to slow music --Pretend to be various animals or people --Pantomine experience	Recording of a simple song	
3	Allow students to choose their own recordings.	A variety of recordings of children's songs Record player(s)	
4		Songs selected by students	
5	If possible, arrange for students to work with preschool children. If this is not possible, divide class into small groups of five to eight students. Use the Instructor's Final Checklist to evaluate each student.	Each student uses his/her preselected recording Instructor's Final Checklist	

Instructor's Final Checklist

LEADING A MUSIC ACTIVITY WITH RHYTHMIC BODY MOVEMENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In leading a music activity with rhythmic body movements, the student:

	Accomplished	Not Accomplished
1. Allowed plenty of room for moving around	[ ]	[ ]
2. Cleared the area of toys and other objects	[ ]	[ ]
3. Chose a song appropriate for small children	[ ]	[ ]
4. Showed genuine pleasure for the activity.	[ ]	[ ]
5. Introduced the activity to create interest	[ ]	[ ]
6. Told the group what to expect	[ ]	[ ]
7. Guided the group step by step in simple movements	[ ]	[ ]
8. Used a pleasing facial expression	[ ]	[ ]
9. Praised the group when they followed directions	[ ]	[ ]
10. At the end of the activity, provided an opportunity for group reaction	[ ]	[ ]

PLANNING AN ART ACTIVITY

OBJECTIVE

GIVEN a worksheet for planning art activities,

COMPLETE THE WORKSHEET FOR ONE ART ACTIVITY.

ALL SECTIONS of the worksheet must be completed.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

Students will realize that the purpose of art activities is to promote creativity. Children must be free to create and not be forced to follow a set model.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. SIMPLE ART ACTIVITIES	1
II. PLANNING ART ACTIVITIES	3
Instructor's Final Checklist	
PLANNING AN ART ACTIVITY	4

CHECK-OUT ACTIVITIES

Your instructor will provide a Worksheet for Planning Art Activities.

Complete the worksheet. You may use the notes you prepared for Learning Activity 3.

SUGGESTED REFERENCES

1. Cole, Haas, Bushnell, Weinberger, I Saw a Purple Cow and 100 Recipes for Learning
2. Mayensky, Newman, Wlodkowksi, Creative Activities for Young Children

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may want to introduce other simple art activities in addition to the ones listed in Instruction Sheet I.	Instruction Sheet I	
2	This Learning Activity lends itself to small-group instruction. Each group may execute an art activity and exhibit it in the classroom. A group leader can explain the procedure for the activity.	Materials necessary to complete art activities which the students choose.	
3	Have students research the questions in Instruction Sheet II and save their notes for the Check-Out Activity.	Instruction Sheet II Suggested References: Cole, Haas, Bushnell, Weinberger, I Saw a Purple Cow and 100 Other Recipes for Learning, Little, Brown and Company Mayesky, Newman, Wlodkowski, Creative Activities for Young Children, Delmar Publishers	
4	Students may refer to the notes they prepared in Learning Activity 3 in completing the worksheet. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheet for each student Instructor's Final Checklist	

Instructor's Final Checklist

PLANNING AN ART ACTIVITY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student completed all sections of the Worksheet for Planning Art Activities.	[ ]	[ ]

Check-Out Activity

WORKSHEET FOR PLANNING AN ART ACTIVITY

1. Type of art activity:

2. Materials and supplies needed:

3. How you will introduce the activity:

4. How the children will be encouraged to participate:

5. The location chosen for the activity:

6. Safety precautions that will be taken:

LEADING A NATURE SCIENCE ACTIVITY

OBJECTIVE

USING a Nature Science Activity Planning Sheet,

LEAD A NATURE SCIENCE ACTIVITY.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

Students will realize that nature science activities help children develop power of observation, the ability to identify and understand the world around him/her, a problem solving approach, and a means of creative expression.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. NATURE SCIENCE ACTIVITIES	1
II. PLANNING A NATURE SCIENCE ACTIVITY	2
Instructor's Final Checklist	
LEADING A NATURE SCIENCE ACTIVITY	3

CHECK-OUT ACTIVITIES

Use the Nature Science Activity Planning Sheet you prepared in Learning Activity 2 and the supplies necessary for the nature science activity you chose.

Participate in a nature science fair. Prepare a booth and lead a group through the activity you have planned.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You can reinforce this Learning Activity by having the class observe a nature science activity at kindergarten or day care center. Have some examples to show students.	Instruction Sheet I Sample projects	
2	Help students choose activities which are appropriate for your classroom. This Learning Activity lends itself well to small group work. Each group can plan an activity.	Instruction Sheets I and II Suggested Additional References: Cole, Haas, Bushnell, Weinberger, I Saw a Purple Cow and 100 Other Recipes for Learning, Little, Brown and Company Mayesky, Newman, Wlodkowski, Creative Activities for Young Children, Delmar Publishers	
3	The Check-Out Activity can be presented effectively as a science fair. Each group/individual prepares a nature science booth and leads the class in the activity. Use the Instructor's Final Checklist to evaluate each student.	Students' completed Nature Science Activity Planning Sheets Materials, equipment, and supplies necessary for each activity Instructor's Final Checklist	

Instructor's Final Checklist

LEADING A NATURE SCIENCE ACTIVITY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In presenting a nature science activity, the student:

	Accomplished	Not Accomplished
1. Chose an activity appropriate for the age group.	[ ]	[ ]
2. Had the necessary materials, supplies, and equipment for the activity	[ ]	[ ]
3. Chose an appropriate location to present the activity	[ ]	[ ]
4. Introduced the activity to the group.	[ ]	[ ]
5. Followed logical step-by-step procedure in guiding the group	[ ]	[ ]
6. Encouraged group to participate	[ ]	[ ]
7. Observed necessary safety precautions	[ ]	[ ]
8. Evaluated the activity.	[ ]	[ ]
9. Led group in cleaning-up process	[ ]	[ ]

DESIGNING AN INFANT'S MOBILE

OBJECTIVE

USING patterns, crayons or paints, and a holder,

DESIGN AN INFANT'S MOBILE.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that researchers have learned that toy designs can promote children's emotional and social growth.

--Students will become aware that professionals are involved with child care.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. DESIGNING MOBILES	1
Instructor's Final Checklist	
DESIGNING AN INFANT'S MOBILE	5

CHECK-OUT ACTIVITIES

Your instructor will provide crayons or paints and a holder.

Using the patterns you created in Learning Activity 4, design an infant's mobile.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Instruction Sheet I	
2	Discuss the information in Instruction Sheet I. Allow students to talk about personal experiences when selecting or making mobiles or tell other factors to look for in designing mobiles.		
3	Have students select two or more items from a display you have prepared. Have them evaluate each item according to the suggestions in Instruction Sheet I, "Creating Designs for Mobiles." Assign partners for checking the evaluations. Have them discuss the reasons for the evaluations.	Display of items and designs for mobiles: —circles —ovals —squares —hexagons —stars —small stuffed toys —small metal toys —small wooden toys	
4	Allow students to use their own creativity in creating patterns for mobile designs. Evaluate the patterns to assure they are appropriate for an infant's mobile.	Paper	
5	Allow students to use the patterns they created in Learning Activity 4 as mobile designs. Use the Instructor's Final Checklist to evaluate each student's work.	Scissors Red, yellow, and blue crayons or paints Strings of various lengths Holders for the mobile Instructor's Final Checklist	

Instructor's Final Checklist

DESIGNING AN INFANT'S MOBILE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In designing an infant's mobile, the student:	Accomplished	Not Accomplished
1. Created at least four designs.	[ ]	[ ]
2. Colored each design with a primary color	[ ]	[ ]
3. Attached the designs to strings of various lengths.	[ ]	[ ]
4. Balanced the strings on a holder	[ ]	[ ]

PREPARING A NUTRITIOUS SNACK

OBJECTIVE

GIVEN the necessary food and equipment,

PREPARE A NUTRITIOUS SNACK FOR A SMALL CHILD.

THE SNACK must satisfy at least one of the Basic Four Food Groups and be appropriate for a small child.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will become aware of the day care cook's responsibility for providing nutritious meals and snacks.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. THE BASIC FOUR FOOD GROUPS	1
II. IDEAS FOR NUTRITIOUS SNACKS	3
Instructor's Final Checklist	
PREPARING A NUTRITIOUS SNACK	4

CHECK-OUT ACTIVITIES

Your instructor will provide the food and equipment you identified in Learning Activity 3.

Prepare a nutritious snack for a small child.

SUGGESTED REFERENCE

Colorado Child Care Coalition, More Than Mud Pies.	2, 3

Available free of charge from: Miss Faye Lowe, Nutrition Education Coordinator, Kentucky Department of Education, 1832 Capital Plaza Tower, Frankfort, KY 40601

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the importance of forming healthy eating habits at an early age.	Instruction Sheet I	
2	Present a list of snack foods to the class. Have students classify the foods into the Basic Four Food Groups.	A list of snack foods Suggested References: Instruction Sheet II Colorado Child Care Coalition, More Than Mud Pies	
3	The class can work in small groups in this Learning Activity in preparing for the Check-Out Activity. Each group may choose a snack to prepare.	Instruction Sheet II and/or More Than Mud Pies	
4	Allow each group in Learning Activity 3 to prepare the snack for this Learning Activity. Invite a group of small children for the snack or allow students to eat the snack prepared. Use the Instructor's Final Checklist to evaluate each student.	Food and equipment identified in Learning Activity 3 Instructor's Final Checklist	

Instructor's Final Checklist

PREPARING A NUTRITIOUS SNACK

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's snack:

	Accomplished	Not Accomplished
1. Satisfied at least one of the Basic Four Food Groups	[ ]	[ ]
2. Was appropriate for a small child	[ ]	[ ]

PREPARING A CHILD ADOPTIVE LISTING

OBJECTIVES

GIVEN a case description and an Adoptive Listing Sheet,

PREPARE AN ADOPTIVE LISTING.

COMPLETE all sections of the Adoptive Listing Sheet. Your answers should match the information in the case description.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will become aware that child care services extend to social service agencies, such as adoptive agencies.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. ADOPTION CASE DESCRIPTION	1
Instructor's Final Checklist	
PREPARING A CHILD ADOPTIVE LISTING	3

CHECK-OUT ACTIVITIES

Your instructor will provide an Adoptive Listing Sheet.

Using the Adoption Case Description in Learning Activity 2, prepare the adoptive listing.

REFERENCES

A suitable reference about child adoption.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Provide a reference about child adoption. You may use any suitable reference you have in your classroom. You may reinforce this Learning Activity by inviting a resource person to talk to the class about adoption procedures.	Suggested Reference: Louise Bates Ames, Child Care and Development, J.B. Lippincott Company Suggested Resource Person: Child care social worker	
2	As a class, discuss the adoption case description. Pay particular attention to the physical, mental, and emotional-social characteristics and family needs. Encourage students to relate personal experiences and information relating to adopted children and their parents.	Instruction Sheet I	
3	Allow students to refer to Instruction Sheet I in preparing the Adoptive Listing Sheet. Use the Instructor's Final Checklist to evaluate each student's work.	Adoption Case Description, Instruction Sheet I Check-Out Activity Sheet for each student Instructor's Final Checklist	

Instructor's Final Checklist

PREPARING A CHILD ADOPTIVE LISTING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The Adoptive Listing Sheet		
1. Was complete	[ ]	[ ]
2. Included answers that matched information in the case description	[ ]	[ ]

Check-Out Activity

ADOPTIVE LISTING

1. Physical Characteristics (date of birth, health, etc.)________________________

____

____

Family Needs ____

____

2. Mental Characteristics ____

____

____

Family Needs ____

____

3. Emotional-Social Characteristics _____________________________________

____

____

Family Needs ____

____

IDENTIFYING NAMES AND PURPOSES OF SEWING EQUIPMENT

OBJECTIVE

GIVEN 20 items of sewing equipment,

NAME EACH ITEM AND DESCRIBE ITS PURPOSE.

NAME at least 15 items correctly, and EXPLAIN the purpose of at least 15 items.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize the necessity for knowing what sewing tools are available and their purpose.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
IDENTIFYING NAMES AND PURPOSES OF SEWING EQUIPMENT	4

CHECK-OUT ACTIVITIES

Your instructor will provide a display of sewing equipment.

Write the name of each piece of equipment and describe its purpose.

REFERENCES

A reference that describes and illustrates sewing equipment	1

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Provide a reference that describes and illustrates sewing equipment. You may use any suitable reference(s) you have in your classroom.	Suggested References: Graef and Strom, Concepts in Clothing. Webster/McGraw Hill Book Company Sturm, Grieser, Lyle, Roberts, Guide to Modern Clothing, Third Edition. Webster/McGraw Hill Book Company	
2	Prepare a display of sewing equipment. Include tools for each group listed at the right. Explain the purpose of articles with which students may be unfamiliar. Demonstrate a few of these articles. Let students try them out.	Display of sewing equipment used for: cutting measuring marking sewing pressing	
3	Give each student a list of sewing equipment to find. Allow them to search the classroom. You may allow them to bring equipment from home. Have a show-and-tell session. Let students display, name, explain, or demonstrate the purposes of the articles they find.	Listing of one or two articles of sewing equipment for each student. A supply of sewing equipment placed at various locations in the classroom.	
4	Use the Instructor's Final Checklist to evaluate each student's work.	Twenty items of sewing equipment. (Include items for cutting, measuring, marking, sewing, and pressing.) Instructor's Final Checklist	

Instructor's Final Checklist

IDENTIFYING NAMES AND PURPOSES OF SEWING EQUIPMENT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student:

	Accomplished	Not Accomplished
1. Identified at least 15 items of sewing equipment	[ ]	[ ]
2. Explained the purpose of at least 15 items of sewing equipment	[ ]	[ ]

RIPPING OUT A SEAM

OBJECTIVES

GIVEN a garment and a seam ripper,

RIP OUT A SEAM.

THE SEAM should be completely ripped; ALL THREADS should be removed from the seam; and THE GARMENT should be free of damage.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will become aware that an alterationist must make an effort to work carefully and patiently with other people's garments.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
RIPPING OUT A SEAM	4

CHECK-OUT ACTIVITIES

Your instructor will provide a seam ripper.

Rip out a seam in a garment.

REFERENCE

An illustrated reading reference on ripping seams.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Use any suitable reading reference on ripping out a seam.	Suggested References: Graef, Strom, Concepts in Clothing. Webster/McGraw Hill Book Company. Sturm, Grieser, Lyle, Roberts, Guide to Modern Clothing, Third Edition. Webster/ McGraw Hill Book Company	
	Arrange for the class to visit a business establishment which provides clothing alteration services. Let the class observe an alterationist at work;	Suggested Business Establishments: Dry cleaners Clothing Department Stores Clothing factory	
	or		
	Invite a resource person to demonstrate sewing techniques.	Suggested Resource Persons: Alterationist Seamstress	
2	Demonstrate ripping a seam.	Seam ripper and garment with seams.	
3	If necessary, allow students to bring their own garments for practice.	A seam ripper for each student A garment with seams for each student	
4	If possible, let students use the same garments for Check-Out as they used for practice.	A seam ripper for each student A garment with seams for each student	
	Use the Instructor's Final Checklist to evaluate each student's work.	Instructor's Final Checklist	

Instructor's Final Checklist

RIPPING OUT A SEAM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In ripping out a seam, the student:

	Accomplished	Not Accomplished
1. Ripped the seam completely	☐	☐
2. Removed all threads after ripping was completed	☐	☐
3. Kept the garment free of damage	☐	☐

HEMMING A GARMENT

OBJECTIVE

USING a garment and necessary tools,

HEM THE GARMENT.

THE GARMENT should be the proper length. THE HEM should be smooth, even in width, and sewn with almost invisible stitches.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will exhibit pride in personal appearance by learning to construct well made hems for personal clothing.
--Students will recognize the careful attention alterationists give to their work.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
HEMMING A GARMENT	4

CHECK-OUT ACTIVITIES

Your instructor will provide the tools necessary for hemming a garment.

Hem the garment.

REFERENCES

A reading reference on hemming garments

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Use any suitable reading reference on hemming. Prepare a display of garments with various widths and kinds of hems. Give an illustrated lecture on why each hem is appropriate for a particular garment.	Suggested References: Graef, Strom, Concepts in Clothing. Webster/McGraw Hill Book Company Sew-It, Playmore, Inc. Display of garments with various widths and kinds of hems.	
2	Illustrate each step in hemming a garment. As you present each step, allow students to practice on a small piece of fabric.	A garment Hem gauge Chalk Straight pins Needle Thread Scissors Iron Small piece of fabric for each student Hemming tools listed above available for student use	
3	Have students list the steps they practiced in Learning Activity 2. Hold a discussion of student's experiences in Learning Activity 2. Point out techniques which resulted in a good quality hem. Tell how to avoid mistakes made.		
4	If necessary, have students bring garments to hem. Use the Instructor's Final Checklist to evaluate each student's work.	A garment for each student Hemming tools listed in Learning Activity 2 Instructor's Final Checklist	

Instructor's Final Checklist

HEMMING A GARMENT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In hemming the garment, the student:

	Accomplished	Not Accomplished
1. Marked the proper length hemline.	[ ]	[ ]
2. Constructed a smooth hem.	[ ]	[ ]
3. Constructed the hem even in width	[ ]	[ ]
4. Made almost invisible stitches	[ ]	[ ]

OPERATING THE SEWING MACHINE

OBJECTIVE

GIVEN a sewing machine, bobbin, thread, scissors, and paper patterns,

THREAD THE SEWING MACHINE AND STITCH THE PAPER PATTERNS.

THE SEWING MACHINE should be threaded according to instructions; THE BOBBIN should be wound and inserted according to instructions; and THE STITCHING on the patterns should be even and straight.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will learn to refer to manufacturers' instructions in operating machines.
--Student will become alert to machine safety.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. SEWING MACHINE SAFETY	4
Instructor's Final Checklist	
OPERATING THE SEWING MACHINE	6

CHECK-OUT ACTIVITIES

Your instructor will provide a sewing machine, an empty bobbin, thread, scissors, and paper patterns.

Thread the upper and lower parts of the sewing machine, and stitch the paper patterns.

REFERENCES

Sewing machine manufacturers' instructions booklets	1
and/or	
A reading reference on threading a sewing machine	1

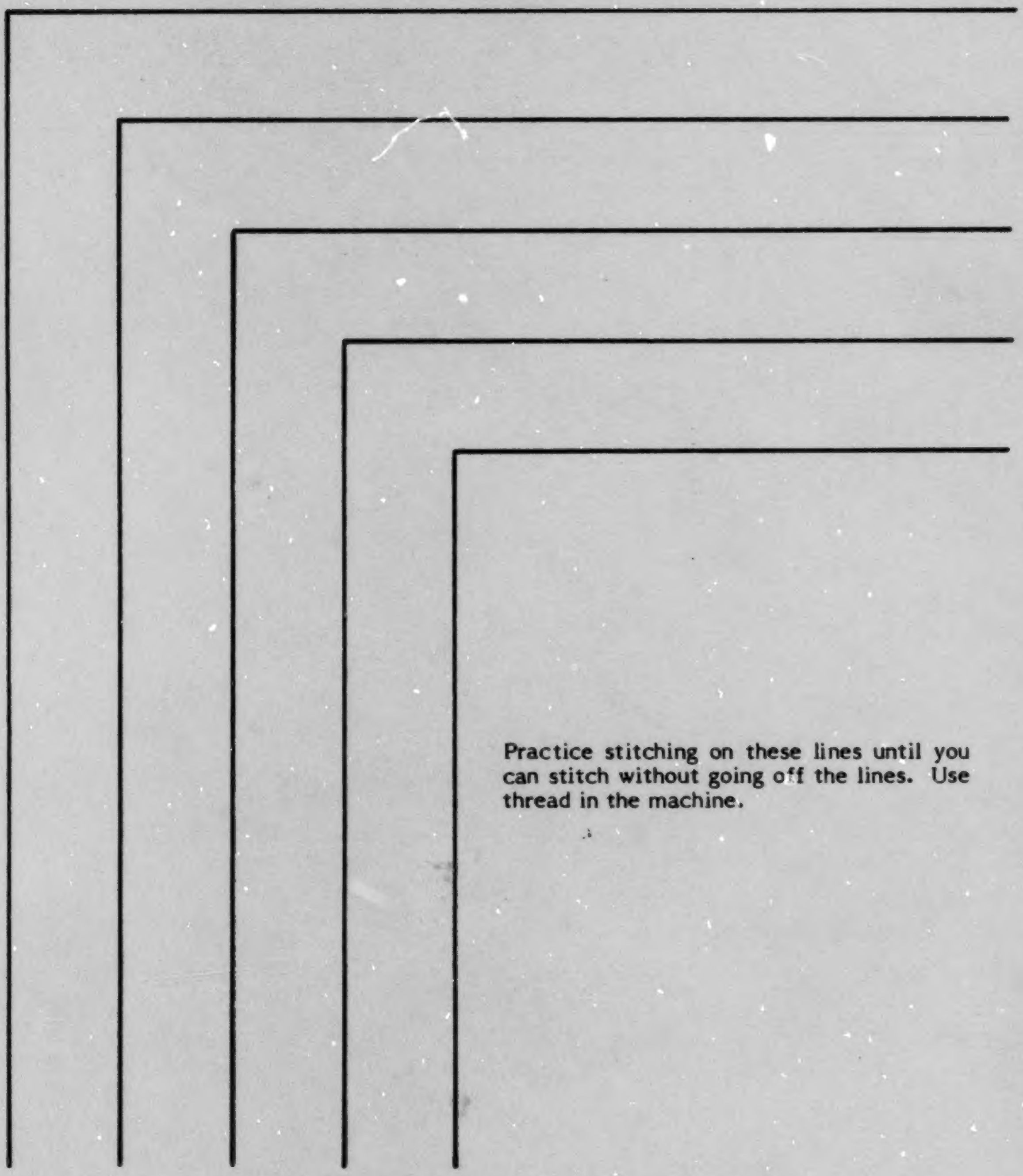
LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Provide students an illustrated reference on threading the upper and lower parts of a sewing machine.	Suggested References: Sewing machine manufacturer's instruction booklets Graef, Strom, Concepts in Clothing. Webster/McGraw-Hill Book Company Sturm, Grieser, Lyle, Roberts, Guide to Modern Clothing, Third Edition. Webster/McGraw-Hill Book Company	
2	Demonstrate threading the machine, winding the bobbin, and inserting the bobbin.	Sewing machine Empty bobbin Thread Scissors	
3	Check each student's work as he/she practices threading the upper and lower parts of the machine. Students experienced in using the machine may be used to help others.	Tools listed in Learning Activity 2 for each student	
4	Stress the importance of each safety precaution listed in Instruction Sheet I.	Instruction Sheet I	
5	Provide a set of paper patterns for each student to use to practice stitching.	Paper patterns (See master copies in this section)	
6	Use the Instructor's Final Checklist to evaluate each student's work.	A set of paper patterns like the ones listed in Learning Activity 5 for each student Instructor's Final Checklist	

STITCHING GUIDE

Practice stitching on these lines until you can stitch without going off the line. Use thread in the machine.

Master Copy Task Assignment Sheet PA-HE-25

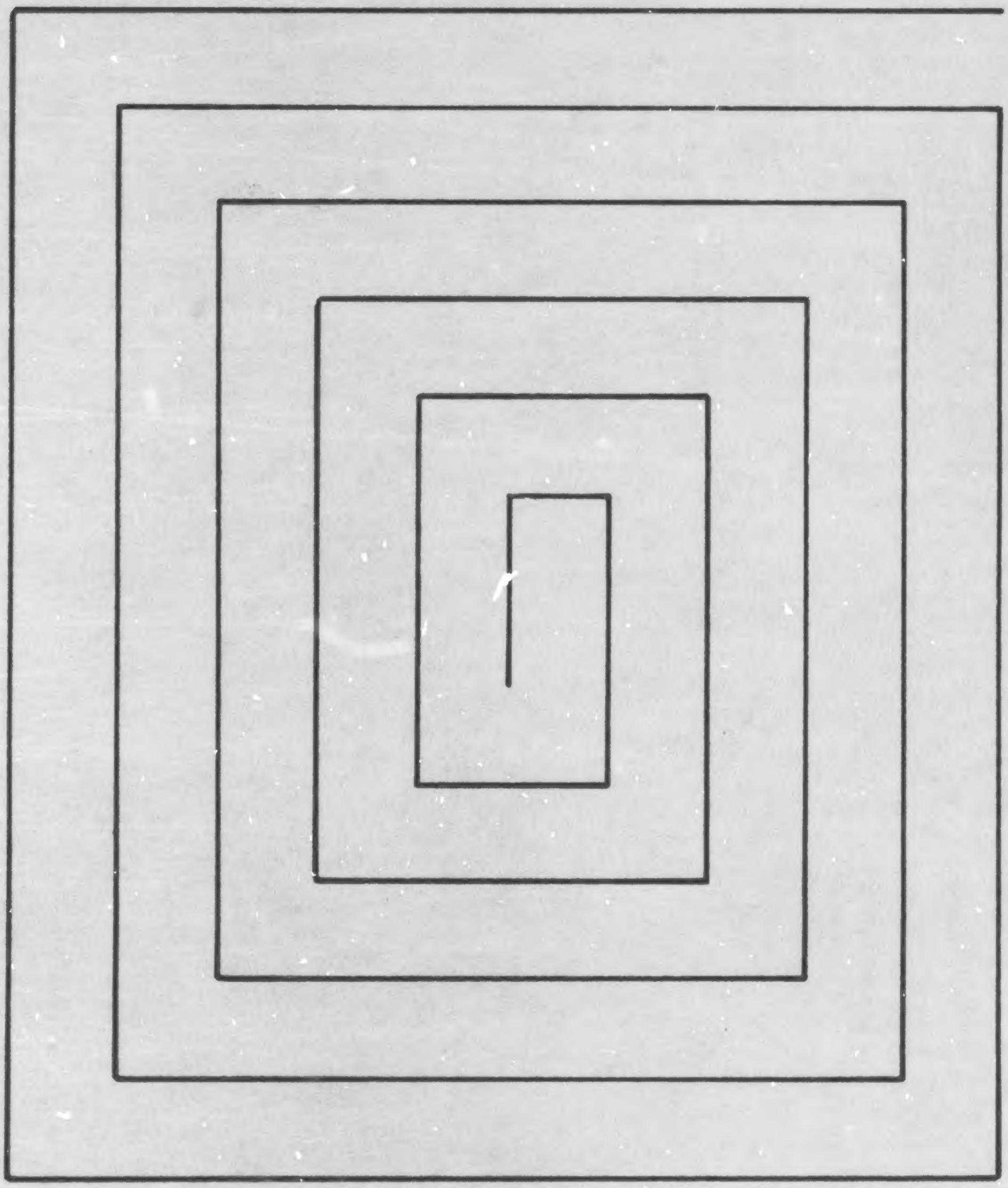
STITCHING GUIDE



Practice stitching on these lines until you can stitch without going off the lines. Use thread in the machine.

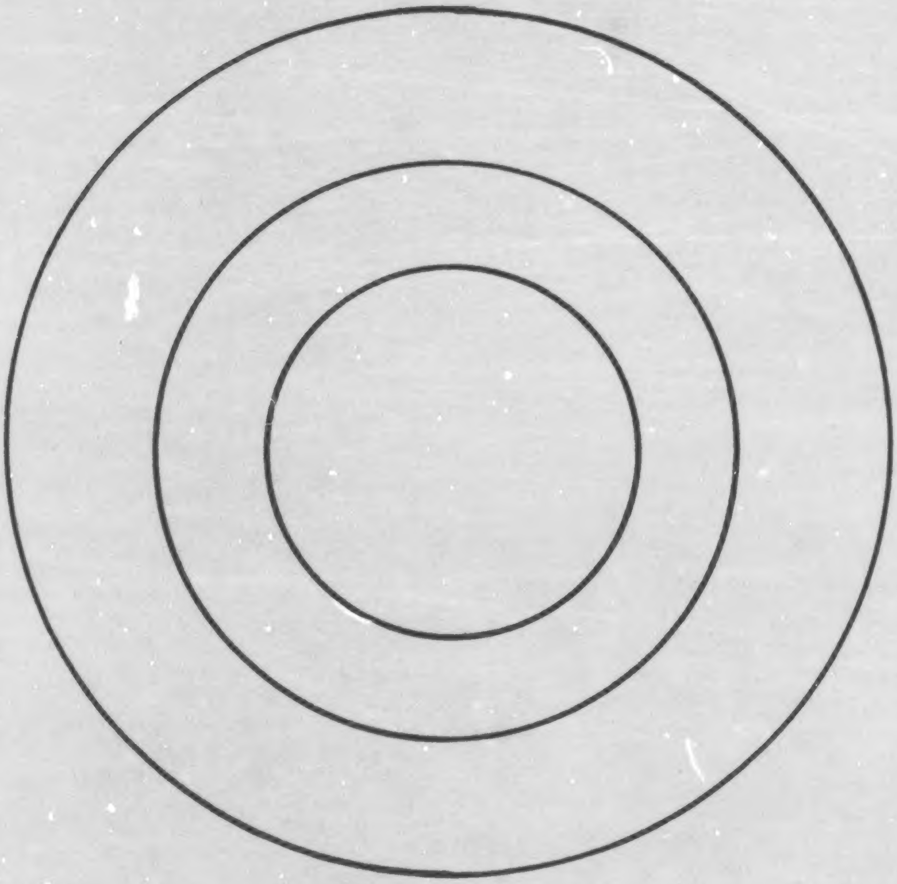
STITCHING GUIDE

Practice stitching on these lines until you can stitch without going off the lines. Use thread in the machine.



STITCHING GUIDE

Practice stitching on these lines until you can stitch without going off the lines. Use thread in the machine.



Instructor's Final Checklist

OPERATING THE SEWING MACHINE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In operating the sewing machine, the student:	Accomplished	Not Accomplished
1. Threaded the machine according to instructions	☐	☐
2. Wound the bobbin according to instructions	☐	☐
3. Inserted the bobbin according to instructions	☐	☐
4. Kept the stitching even and straight on the patterns	☐	☐

CUTTING, STACKING AND BUNDLING FABRIC

OBJECTIVE

GIVEN several lengths of fabric, a pattern, a yardstick, chalk or marking pen, shears, and string,

CUT, STACK, AND BUNDLE THE FABRIC.

THE FABRIC should be marked and cut according to the pattern; it should be stacked neatly; and it should be fastened into bundles of ten pieces each.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--The student will recognize the importance of accuracy in marking, cutting, and stacking fabric.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
CUTTING, STACKING, AND BUNDLING FABRIC	7

CHECK-OUT ACTIVITIES

Your instructor will provide the fabric and necessary supplies.

Cut and stack the fabric.

REFERENCES

A reading reference about marking fabric	1

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Provide a reading reference about marking fabric. Arrange a class visit to a clothing factory if there is one near you.	Suggested References: Graef, Strom, Concepts in Clothing. Webster/McGraw-Hill Book Company Sturm, Grieser, Lyle, Roberts, Guide To Modern Clothing, Third Edition. Webster/McGraw-Hill Book Company	
2	Demonstrate using a pattern to mark and cut the fabric.	Several layers of fabric Pattern Yardstick Chalk or marking pen Shears	
3	Discuss as a class the steps necessary for marking and cutting fabric.		
4	Check students' practice work to assure that they are following correct procedures.	Same supplies as listed in Learning Activity 2 for each student	
5	Demonstrate how to stack the fabric: each piece turned the same direction; stacked neatly; tied in bundle(s).	Pieces of the fabric you marked and cut in Learning Activity 2 String	
6	Check each student's work to assure the pieces of fabric are stacked according to your demonstration.	Pieces of the fabric each student marked and cut in Learning Activity 4 String	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	Use the Instructor's Final Checklist to evaluate each student's work. The bundles of fabric may be used for an assembly-line project in which the class makes pendants, banners, etc., for sale.	For each student: Several layers of fabric Pattern Yardstick Chalk or marking pen Shears String Instructor's Final Checklist	

Instructor's Final Checklist

CUTTING, STACKING AND BUNDLING FABRIC

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In cutting and stacking fabric, the student:

	Accomplished	Not Accomplished
1. Marked the fabric according to the pattern	[ ]	[ ]
2. Cut the fabric according to the pattern	[ ]	[ ]
3. Stacked the fabric neatly	[ ]	[ ]
4. Fastened the stacked fabric into bundles of ten pieces each	[ ]	[ ]

TAKING BODY MEASUREMENTS

OBJECTIVE

GIVEN a standard and a metric ruler and tape measure, a pencil, a personal measurement chart, and a model,

TAKE BODY MEASUREMENTS BY STANDARD AND BY METRIC DIMENSIONS. LIST THE MEASUREMENTS ON THE PERSONAL MEASUREMENT CHART.

THE BODY MEASUREMENTS should match those taken by your instructor.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that they are not exactly like anyone else. Even though patterns come in standard sizes, more than likely their body measures will vary from the standard.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
TAKING BODY MEASUREMENTS	4

CHECK-OUT ACTIVITIES

Your instructor will provide a model, a Personal Measurement Chart, and the supplies necessary to take body measurements.

Take the body measurements by standard and by metric dimensions. List your measurements on the Personal Measurement Chart.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Provide any suitable reading reference on taking body measurements. Arrange a class visit to a tailor shop. Have students observe tools and equipment and some of the tasks seamstresses/tailors perform.	Suggested References: Graef, Strom, Concepts in Clothing. Webster/McGraw-Hill Book Company Sturm, Grieser, Lyle, Roberts, Guide to Modern Clothing, Third Edition. Webster/ McGraw-Hill Book Company	
2	Demonstrate taking basic body measurements: Height Bust/chest Waist Waist-back length Hips If necessary, conduct a session on reading and recording metric measurements.	Model Standard ruler Metric ruler Standard tape measure Metric tape measure	
3	This Learning Activity can be performed in a small-group setting. Divide class into groups of three. Have each student in a group take turns acting as the model while the other two students measure him/her. The two students can then compare their measurement readings.	Models Standard rulers Metric rulers Standard tape measures Metric tape measures Personal Measurement Charts (A master copy is provided in this section under "Check-Out Activity.")	
4	You may consider using manikins or dress forms as models for the Check-Out. These models would	Supplies listed in Learning Activity 3 for each student.	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	facilitate the matching of student and instructor measurement readings.		
	Use the Instructor's Final Checklist to evaluate each student's work.	Instructor's Final Checklist	

Instructor's Final Checklist

TAKING BODY MEASUREMENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In taking body measurements, the student:

	Accomplished	Not Accomplished
1. Took standard measurements	[ ]	[ ]
2. Took metric measurements	[ ]	[ ]
3. Listed the measurements on the Personal Measurement Chart	[ ]	[ ]
4. Matched the measurements taken by the instructor:		
a. Height	[ ]	[ ]
b. Bust/chest	[ ]	[ ]
c. Waist	[ ]	[ ]
d. Back-waist	[ ]	[ ]
e. Hips	[ ]	[ ]

Check-Out Activity

PERSONAL MEASUREMENT CHART

GIRL'S BODY MEASUREMENTS			BOY'S BODY MEASUREMENTS		
NAME: ____________			NAME: ____________		
	STANDARD	METRIC		STANDARD	METRIC
Height	______	______	Height	______	______
Bust	______	______	Chest	______	______
Waist	______	______	Waist	______	______
Back-waist	______	______	Back-waist	______	______
Hips	______	______	Hips	______	______

MEASURING FABRIC LENGTHS

OBJECTIVE

GIVEN a bolt of fabric, yardstick and meterstick, and pins,

MEASURE LENGTHS OF FABRIC USING A YARDSTICK AND A METERSTICK.

THE FABRIC SHOULD BE MEASURED to the lengths specified by your instructor.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—The student will become aware that a fabric sales clerk must practice accuracy in his/her work.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. MEASURING LENGTHS OF FABRIC	1
Instructor's Final Checklist	
MEASURING FABRIC LENGTHS	4

CHECK-OUT ACTIVITIES

Your instructor will provide a bolt of fabric, yardstick and meterstick, and pins.

Measure the fabric to the lengths specified by your instructor. Place a pin at that place in the fabric. Do not cut the fabric.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	As a class discuss the high points of the Instruction Sheet. Explain that it is beneficial to learn to use a meterstick, as well as a yardstick, because some patterns give both measurements for fabric. Arrange a field trip to a fabric store or invite a resource person to the class to talk about the fabric sales business.	Instruction Sheet I Suggested Resource Persons: Fabric Sales Clerk Fabric Department Manager	
2	Demonstrate the procedure for measuring lengths of fabric. A yards-to-meters chart is in this section.	Table Bolt of fabric Yardstick Meterstick Pins	
3	Students will practice measuring 1½-yard and 1.40-meter lengths of fabric.	Instruction Sheet I Supplies listed in Learning Activity 2	
4	Assign various yard and meter lengths of measurements for the Check-Out Activity. Use the Instructor's Final Checklist to evaluate each student's work.	Supplies listed in Learning Activity 2 Instructor's Final Checklist	

YARDS-TO-METERS CHART

Yards	Meters	Yards	Meters
1/8	0.15	2 1/8	1.95
1/4	0.25	2 1/4	2.10
1/3	0.35	2 3/8	2.20
1/2	0.50	2 1/2	2.30
5/8	0.60	2 5/8	2.40
3/4	0.70	2 3/4	2.55
7/8	0.80	2 7/8	2.65
1	0.95	3	2.75
1 1/8	1.05	3 1/8	2.90
1 1/4	1.15	3 1/4	3.00
1 3/8	1.30	3 3/8	3.10
1 1/2	1.40	3 1/2	3.20
1 5/8	1.50	3 5/8	3.35
1 3/4	1.60	3 3/4	3.45
1 7/8	1.75	3 7/8	3.55
2	1.85	4	3.70

Instructor's Final Checklist

MEASURING FABRIC LENGTHS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In measuring lengths of fabric, the student:

	Accomplished	Not Accomplished
1. Measured the fabric to the specified yard length	[ ]	[ ]
2. Measured the fabric to the specified meter length	[ ]	[ ]

DESIGNING A SPORTSWEAR COSTUME

OBJECTIVE

GIVEN 36" wide utility paper, pencil, scissors, felt-tip pens or crayons, and stapler,

DESIGN A SPORTSWEAR COSTUME AND ACCESSORIES.

YOUR COSTUME should be an original design, fit well, and be clean and neat. If more than one color is used, the colors should be in harmony. The accessories should be appropriate for your particular costume.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students may discover some hidden creative abilities.

CONTENTS OF MODULE

	Activity Number
Instructor's Final Checklist	
DESIGNING A SPORTSWEAR COSTUME	5

CHECK-OUT ACTIVITIES

Your instructor will supply paper and the necessary supplies.

Using the patterns you designed in Learning Activity 4, construct a sportswear costume with accessories.

REFERENCE

A reading reference on pattern designing

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Use any suitable reference on pattern designing. Have students observe various sportswear costumes and accessories and report to the class.	Suggested Reference: Sturm, Grieser, Lyle, Roberts, Guide to Modern Clothing, Third Edition, Webster/McGraw-Hill Book Company.	
2	You may want to give an illustrated lecture on the principles of design: balance, rhythm, emphasis, proportion, and harmony. Discuss as a class the principles of design that relate to each illustration.	Illustrations of clothing	
3	Demonstrate designing a pattern for active or spectator sports.	Model for measuring 36-inch wide utility paper (or other appropriate paper) Pencil Scissors	
4	Check each pattern to assure that it is ready to be constructed into a sportswear costume and accessories.	Same supplies for each student as listed in Learning Activity 3.	
5	Have students add color to patterns and staple them together to construct costumes and accessories. Use the Instructor's Final Checklist to evaluate each costume.	For each student: Patterns designed in Learning Activity #4. Felt-tip pens or crayons Stapler Tape Instructor's Final Checklist	

Instructor's Final Checklist

DESIGNING A SPORTSWEAR COSTUME

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's costume:

	Accomplished	Not Accomplished
1. Was an original design	[ ]	[ ]
2. Was clean and neat	[ ]	[ ]
3. Reflected harmonious colors	[ ]	[ ]
4. Included accessories appropriate for the sport	[ ]	[ ]

WRITING A FASHION SHOW SCRIPT

OBJECTIVE

USING the costumes created in Task Assignment Sheet PA-HE-29,

WRITE A FASHION SHOW SCRIPT.

YOUR SCRIPT WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students may enjoy creative writing.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
WRITING A FASHION SHOW SCRIPT	3

CHECK-OUT ACTIVITIES

Write a fashion show script describing each of the costumes created in Task Assignment Sheet PA-HE-29.

REFERENCES

Fashion magazines

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students make a list of colorful, descriptive words frequently mentioned to describe clothing.	A supply of fashion magazines	
2	This learning activity can be carried out in small groups. Let each group write a script. When the scripts are completed, have the group leaders read them to the class. Have the class critique each script to determine if it includes the features listed in Item 2 of the Instructor's Final Checklist.	Pictures of garments from fashion magazines. Include garments for men and for women.	
3	Have students write a description for each costume in narrative form. For students who may not have completed PA-HE-29, have them write a paragraph describing the clothes they are presently wearing. Use the Instructor's Final Checklist to evaluate each script.	A display of the costumes created in Task Assignment Sheet PA-HE-29. Instructor's Final Checklist	

Instructor's Final Checklist

WRITING A FASHION SHOW SCRIPT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. The script included a short, colorful paragraph for each costume	☐	☐
2. Each paragraph included:		
a. The purpose of the costume	☐	☐
b. A description of the material used	☐	☐
c. A description of the colors used	☐	☐
d. A description of the basic design	☐	☐
e. A description of the occasions for which costume may be worn	☐	☐

MODELING A SPORTSWEAR COSTUME

OBJECTIVE

WEARING the costume and accessories you designed in Task Assignment Sheet PA-HE-29,

MODEL YOUR COSTUME AND ACCESSORIES.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will experience satisfaction in modeling their own creations.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
MODELING A SPORTSWEAR COSTUME	4

CHECK-OUT ACTIVITIES

Participate in a fashion show. Model the costume and accessories you designed in Task Assignment Sheet PA-HE-29.

Instructor's Guide Sheet

Task Assignment Sheet PA-HE-31

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Use any suitable reference about modeling.	Suggested Reference: Bobbie Ray, Teen Profile, Milady Publishing Company	
2	Arrange for the class to observe a fashion model as he/she demonstrates modeling techniques. If you do not have access to a resource person or cannot take a field trip, have students observe fashion modeling on TV and report to the class.	Suggested Resources: Fashion model visiting the classroom A class visit to a fashion show Television program on which fashion models appear	
3	Have students practice walking, standing, turning. Procedures are listed in the reference listed in Learning Activity 1.	Teen Profile	
4	Plan a fashion show. Arrange to use the script prepared in Task Assignment Sheet PA-HE-29 as students model the costumes they created in PA-HE-30. If possible have background music. Have students walk, stand, and pivot as they model. Use the Instructor's Final Checklist to evaluate each student's performance.	Costumes created in PA-HE-30 Script prepared in PA-HE-29 Record and record player or tape and tape player Instructor's Final Checklist	

Instructor's Final Checklist

MODELING A SPORTSWEAR COSTUME

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

While modeling the costume, the student:

	Accomplished	Not Accomplished
1. Exhibited good posture	[ ]	[ ]
2. Walked with poise	[ ]	[ ]
3. Held shoulders back and straight	[ ]	[ ]
4. Turned smoothly	[ ]	[ ]
5. Displayed a pleasant appearance	[ ]	[ ]
6. Moved eyes, hands, feet, and body together gracefully	[ ]	[ ]

COMPARING COSTS AND NUTRITIONAL CONTENT OF FOODS

OBJECTIVE

GIVEN current grocery ads and food models or photographs of iceburg lettuce and fresh spinach,

SELECT THE FOOD THAT IS THE BEST BUY.

THE FOOD YOU SELECT should have the most nutritional value.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will understand the wisdom of considering nutritional value when determining which foods to buy.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
NUTRITIONAL VALUE CHART	2
Instructor's Final Checklist	
COMPARING COSTS AND NUTRITIONAL CONTENT OF FOODS	6

CHECK-OUT ACTIVITIES

Compare equal portions of iceburg lettuce and fresh spinach. Determine which one is the better buy. Write a short paragraph explaining why the food you select is the better choice.

REFERENCE

Kowtaluk and Kopan, Food for Today	2

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students identify the nutritional value from the food models for iceburg lettuce and fresh spinach. Invite a resource person to talk to the class about nutritional content of foods.	Food models from the National Dairy Council Suggested Resource Persons: Nutritionist Dietitian	
2	Have students fill in the Nutritional Value Chart. Provide each student a copy.	Instruction Sheet I (A master copy is in this section) Food models or Appendix 6, Helen Kowtaluk and Alice Kopan, Food for Today, Charles A. Bennett Co., Inc.	
3	Conduct a discussion of the information in the completed Nutritional Value Chart.	Instruction Sheet I	
4	Have students find current prices for iceburg lettuce and fresh spinach.	Current grocery ads	
5	Conduct a discussion of the price differences found for the two foods. Also compare cost and nutritional value of each food.		

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Student's paragraphs should conclude that fresh spinach is the better choice for nutrition and cost. Use the Instructor's Final Checklist to evaluate each student's work.	Instructor's Final Checklist	

Instruction Sheet I

NUTRITIONAL VALUE CHART

Write the nutritional value for each of the foods below. Your instructor will give you a copy of this chart. Do not write on this page.

NUTRITIONAL CONTENT	ICEBURG LETTUCE	FRESH SPINACH
Calories		
Fat		
Carbohydrate		
Protein		
Calcium		
Iron		
Vitamin A		
Thiamine		
Riboflavin		
Niacin		
Vitamin C		
WEIGHT		
PRICE		

Instructor's Final Checklist

COMPARING COSTS AND NUTRITIONAL CONTENT OF FOODS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In determining whether an equal portion of iceburg lettuce or fresh spinach was the better buy, the student selected the one with the most nutritional value	[ ]	[ ]

PLANNING A DAY'S MENU

OBJECTIVE

USING a list of breakfast, lunch, and dinner foods,

WRITE MENUS FOR ONE DAY.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that meals need to be attractive and tasty in addition to being nutritious.
--Students may choose nutritious food rather than "junk" food.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
PLANNING MENUS	1
Instructor's Final Checklist	
PLANNING A DAY'S MENUS	5

CHECK-OUT ACTIVITIES

Using the list of foods you made for Learning Activity #3, write a day's menus for breakfast, lunch, and dinner.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the information given in the Instruction Sheet. Prepare a display of menus. Call attention to the format of the menus and to the foods listed in them.	Instruction Sheet I Display of menus	
2	Have students view pictures of meals. Discuss nutritional values, textures, colors, and flavors used in the pictures. Have students identify well planned and poorly planned meals.	Pictures of well planned and poorly planned meals	
3	Have students list breakfast, lunch, and dinner foods for each of the Basic Four Food Groups.	Basic Four Food Group Chart in Instruction Sheet I	
4	Have students write a practice menu. Check their work.		
5	In planning the menus, allow each student to use the food list prepared in Learning Activity 3. Use the Instructor's Final Checklist to evaluate each student's work.	Food lists from Learning Activity 3. Instructor's Final Checklist	

Instructor's Final Checklist

PLANNING A DAY'S MENUS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. In writing the menu, the student:		
a. Listed the dishes as they are to be served	☐	☐
b. Centered each line	☐	☐
c. Capitalized the important words	☐	☐
d. Listed names of accompanying dishes on the same line	☐	☐
e. Included the beverage last	☐	☐
2. In planning the menu, the student:		
a. Included recommended number of servings of each of the Basic Four Food Groups	☐	☐
b. Built the meal around a main dish	☐	☐
c. Contrasted colors	☐	☐
d. Contrasted textures	☐	☐
e. Contrasted flavors	☐	☐
f. Contrasted temperatures	☐	☐

SERVING A MEAL

OBJECTIVE

GIVEN appropriate tableware and a menu,

SET UP A PLACE SETTING AND DEMONSTRATE TABLE SERVICE FOR THE MENU.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will appreciate correct table service in a restaurant.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
SERVING A MEAL	4

CHECK-OUT ACTIVITIES

Your instructor will provide tableware and a menu.

Set the table for the meal, serve the meal, and clear and clean the table.

REFERENCES

A reference on serving a meal

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Use any suitable reference on serving a meal. Discuss the information given in the reference. Invite a resource person to talk to the class about food services. or Visit a local restaurant.	Suggested References: Kowtaluk, Discovering Food, Charles A. Bennett Co., Inc. Medved, The World of Food, Third Edition. Ginn and Company Suggested Resource Persons: Waiter/waitress Bus person Restaurant hostess Food service manager	
2	Choose a menu prepared in Task Assignment Sheet PA-HE-33. Demonstrate the following: --Selecting the proper tableware for the menu --Serving the food (The tableware will be sufficient for demonstrating the positions for serving. It is not necessary to fill the dishes with food.) --Clearing the table --Cleaning the table	Menu Table Glassware Silverware Tableware Napkins Placemats (optional) Tray for dirty dishes Cloth for wiping table	
3	For this learning activity, divide the class into three groups. The first group selects the tableware and sets the table; the next group serves the meal (using empty dishes); and the third group clears and cleans the table. Have each group explain the proper procedures to the class.	Supplies listed in Learning Activity 2	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	As an alternate activity, have students volunteer to serve a sports banquet or civic club dinner meeting.		
4	If possible, have students plan a special table in the school cafeteria and serve the faculty and/or students. Food prepared for the cafeteria may be served. (Be sure the health standards of the school and community are observed.) If serving in the cafeteria is not possible, set up stations in the classroom. Have several students serve each table. (You may prefer not to serve food, but have students demonstrate their competency using empty dishes.) Use the Instructor's Final Checklist to evaluate each student.	Supplies listed in Learning Activity 2 Instructor's Final Checklist	

Instructor's Final Checklist

SERVING A MEAL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In serving a meal, the student:

	Accomplished	Not Accomplished
1. Selected the appropriate tableware for the meal	[ ]	[ ]
2. Placed the tableware in the correct positions on the table	[ ]	[ ]
3. Served the food and beverage properly	[ ]	[ ]
4. Removed the tableware properly	[ ]	[ ]
5. Cleaned the table properly	[ ]	[ ]

PLANNING A TOSSED SALAD BAR

OBJECTIVE

GIVEN a list of salad ingredients,

SKETCH A PLAN FOR A TOSSED SALAD BAR.

YOUR PLAN WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--The students will learn to organize foods for more efficiency in serving.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. SELECTING INGREDIENTS FOR A TOSSED SALAD BAR	1
II. MAKING PLANS FOR A SALAD BAR	3
Instructor's Final Checklist	
PLANNING A TOSSED SALAD BAR	4

CHECK-OUT ACTIVITIES

Your instructor will provide a list of salad ingredients.

Select ingredients for a tossed salad bar, and sketch a salad bar arrangement. Label each ingredient used. Include salad plates in your sketch. Also show the end of the bar where the customer would start.

4

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss ingredients that are and are not appropriate for a tossed salad bar. Also stress contrast of color and shape.	Instruction Sheet I	
2	Display a variety of salad ingredients. Have students identify the ones that are most appropriate for a tossed salad bar.	A variety of salad ingredients that are and are not appropriate for a tossed salad bar (Use pictures, if necessary)	
3	Discuss a good salad bar arrangement. Arrange a class visit to a commercial salad bar. Have students observe the ingredients and arrangement of the salad bar.	Instruction Sheet II Commercial salad bar	
4	Provide each student a Check-Out Activity Sheet. Use the Instructor's Final Checklist to evaluate each student's plans for a salad bar.	Check-Out Activity Sheet: SALAD INGREDIENTS Instructor's Final Checklist	

Instructor's Final Checklist

PLANNING A TOSSED SALAD BAR

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In planning the salad bar, the student:

		Accomplished	Not Accomplished
1.	Included salad plates	☐	☐
2.	Included salad greens	☐	☐
3.	Included bite-size vegetables	☐	☐
4.	Included toppings	☐	☐
5.	Included dressings	☐	☐
6.	Labeled each item	☐	☐
7.	Arranged items in logical order	☐	☐
8.	Contrasted colors	☐	☐
9.	Contrasted shapes	☐	☐
10.	Indicated where customer would start	☐	☐

PREPARING A SALAD INGREDIENT

OBJECTIVE

GIVEN the necessary equipment and ingredients,

PREPARE AN INGREDIENT FOR A TOSSED SALAD.

THE EQUIPMENT must be used in a safe manner. THE SALAD INGREDIENT must be usable as part of a tossed salad.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will be more aware of the importance of the safe use of all kitchen tools.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
USING FOOD HAND TOOLS	1
Student Self-Check	
IDENTIFYING FOOD HAND TOOLS	2
Instructor's Final Checklist	
PREPARING A SALAD INGREDIENT	5

CHECK-OUT ACTIVITIES

You instructor will provide a salad ingredient and the tool(s) for preparing it.

Prepare the ingredient for a tossed salad.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Arrange a class visit to the school kitchen. Let the students watch the tools being used.	Instruction Sheet I	
2	Make a copy of the Student Self-Check available to each student. You may duplicate copies or have students to write the answers on their own paper. When students have completed this activity give them some time to examine the actual tools.	Student Self-Check I (A master copy is in this section.) Display of food hand toois	
3	Demonstrate the use of each food tool that students will use. Stress the importance of holding the tools in the correct manner and of using them safely. Explain how each ingredient should be prepared: chopped, sliced, grated, etc. Emphasize the importance of cleanliness and sanitation in handling food.	Food tools listed in Instruction Sheet I Salad ingredients	
4	Allow students the opportunity to practice using each tool. Each one may spend a minute or two peeling, slicing, grating, dicing, chopping, etc.	Food tools listed in Instruction Sheet I Salad ingredients	

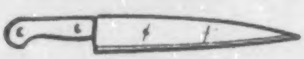
LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Students may volunteer to work for school cafeteria to help prepare salad ingredients.		
5	Assign each student one salad ingredient to prepare. Store each ingredient for use in Task Assignment Sheet PA-HE-39. Use the Instructor's Final Checklist to rate each student's performance.	Food tools listed in Instruction Sheet I Suggested Salad Ingredients: Celery Carrots Cucumbers Radishes Green peppers Hard cooked eggs Cheese Instructor's Final Checklist	

Student Self-Check I

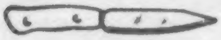
IDENTIFYING FOOD HAND TOOLS

Your instructor will provide a copy of this page. By each number, write the name of the food hand tool. Do not write on this page. When you have finished, check your answers with the ones at the bottom of the page.

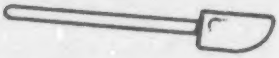
1. ______



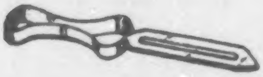
2. ______



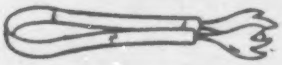
3. ______



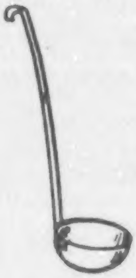
4. ______



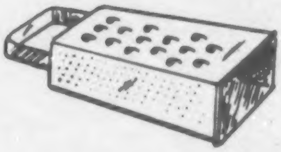
5. ______



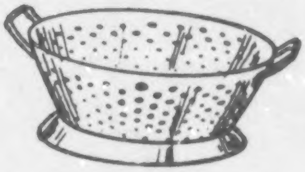
6. ______



7. ______



8. ______



ANSWERS:

1. French Knife
2. Paring Knife
3. Rubber Spatula
4. Vegetable Peeler
5. Food Tongs
6. Ladle
7. Box Grater
8. Colander

Instructor's Final Checklist

PREPARING A SALAD INGREDIENT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a salad ingredient, the student:

	Accomplished	Not Accomplished
1. Used the food hand tools in a safe manner	[ ]	[ ]
2. Prepared the ingredient so that it is useable for a tossed salad	[ ]	[ ]

CLEANING FOOD SERVICE EQUIPMENT AND FACILITIES

OBJECTIVE

GIVEN soiled food service equipment, and dishwashing supplies,

CLEAN THE DISHES AND EQUIPMENT, SERVING AREA, AND SINK AREA.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will strive to keep food areas as germ free as possible.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
WASHING DISHES AND CLEANING THE FACILITIES	1
Instructor's Final Checklist	
CLEANING FOOD SERVICE EQUIPMENT AND FACILITIES	5

CHECK-OUT ACTIVITIES

Clean the dishes and equipment, serving area, and sink area.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the steps in washing dishes and cleaning the facilities. Point out the health factor involved in operating commercial kitchens.	Instruction Sheet I	
2	If possible, arrange for students to observe dishwashing procedures in the school kitchen. It may be more feasible to send a few students at a time.	School kitchen	
3	Set up several work stations. Divide class into small groups. Have each group to go through this Learning Activity.	Glasses Silverware Plates Cups and saucers Bowls Serving dishes Pots and pans	
4	Have students sketch and label a four-station assembly line for washing dishes. Check each sketch.		
5	NOTE: Complete the Check-Out Activity after going through Task Assignment Sheet PA-HE-39 and/or PA-HE-40. Divide class into small groups. Have each group perform one of the activities in the Instructor's Final Checklist. Use the Instructor's Final Checklist to evaluate each student's performance.	Soiled dishes and equipment Dishwashing liquid Sanitizer Sink cleaner Dishcloths Kitchen towels Drainboard Instructor's Final Checklist	

Instructor's Final Checklist

CLEANING FOOD SERVICE EQUIPMENT AND FACILITIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In cleaning and sanitizing the food service equipment and facilities, the student:

	Accomplished	Not Accomplished
1. Prepared the dishes for washing.	[ ]	[ ]
2. Prepared a four-station assembly line	[ ]	[ ]
3. Took each piece through the assembly line	[ ]	[ ]
4. Dried and stored each piece	[ ]	[ ]
5. Cleaned the serving area	[ ]	[ ]
6. Cleaned the sink area	[ ]	[ ]

PREPARING GARNISHES FOR A SALAD BAR

OBJECTIVE

GIVEN the necessary tool and a vegetable,

PREPARE A GARNISH FOR A TOSSED SALAD BAR.

YOUR GARNISH should be colorful, attractively designed, clean, fresh, and edible.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will prepare more attractive and colorful dishes at home. They will realize that attractive food is more appetizing.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
PREPARING GARNISHES	1
Instructor's Final Checklist	
PREPARING GARNISHES FOR A SALAD BAR	5

CHECK-OUT ACTIVITIES

Your instructor will provide a vegetable and the necessary tool.

Prepare a garnish for a tossed salad bar.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the information in the Instruction Sheet.	Instruction Sheet I	
2	To reinforce this activity, display pictures of garnished and ungarnished salads. Compare the two, or Have students gather illustrations of salad garnishes from magazines. Display them on the bulletin board. Discuss: (1) why the specific garnish is used; (2) how it enhances the appearance of the salad; (3) if no garnish is used, possible reasons why it is not used. Define any unfamiliar words, such as "julienne" and "marinated."	Pictures of garnished and ungarnished salads. Food magazines	
3	Demonstrate the techniques for preparing some basic garnishes.	See "Suggested Vegetable Garnishes" in this section Suggested Tools: Vegetable peeler Paring knife Corer Melon baller	
4	Have students practice making basic garnishes. Check their work.	Same foods and tools as listed in Learning Activity 3.	
5	Have each student prepare one garnish. Store them for use in Task Assignment Sheet PA-HE-40. Use the Instructor's Final Checklist to evaluate each student's work.	Food to make one garnish and the accompanying tool for each student. Instructor's Final Checklist	

SUGGESTED VEGETABLE GARNISHES

Asparagus: marinated tips

Beets: sliced, julienne, or raw shredded

Broccoli: marinated flowerlets

Carrots: curls, sticks, chopped, cooked, marinated and rolled in chopped parsley or toasted seeds

Cauliflower: marinated flowerlets, sprinkled with paprika

Celery: curls, hearts, sticks or stuffed

Chives: chopped

Cucumber: plain or twisted slices, strips, baskets, balls, marinated cucumbers sprinkled with parsley or paprika

Lettuce leaves

Mushrooms

Olives: sliced, whole, green or ripe

Onions: slices, rings, chopped, chrysanthemums

Parsley: spring or chopped

Peppers: rings, strips, wedges, green or red, stuffed

Pickles: fan, sliced, whole

Pimento: strips or chopped

Radishes: plain, roses, accordion, or sliced

Squash: sliced, marinated

Tomatoes: whole small; wedges; slices; sprinkled with chopped parsley, chopped dill, basil leaves, or rosemary

Turnips: cutouts, sliced

Instructor's Final Checklist

PREPARING GARNISHES FOR A SALAD BAR

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's garnish was:

	Accomplished	Not Accomplished
1. Colorful	☐	☐
2. Attractively designed	☐	☐
3. Clean	☐	☐
4. Fresh	☐	☐
5. Edible	☐	☐

PREPARING GREENS FOR A TOSSED SALAD

OBJECTIVE

GIVEN salad greens,

SELECT AND PREPARE A SALAD GREEN FOR USE IN A TOSSED SALAD.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will learn how to work cooperatively.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I SELECTING SALAD GREENS	1
II PREPARING SALAD GREENS	3
Instructor's Final Checklist	
PREPARING GREENS FOR A TOSSED SALAD	5

CHECK-OUT ACTIVITIES

Select and prepare a salad green to use in a tossed salad.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Lead a discussion of kinds of greens that are suitable for a tossed salad.	Instruction Sheet I	
2	Let students examine several kinds of salad greens. Have each student select the kind he/she would like to prepare for the tossed salad. (Be sure a variety of greens is included.)	Several kinds of salad greens	
3	Discuss each of the points listed in the Instruction Sheet.	Instruction Sheet II	
4	Demonstrate how to prepare greens for a tossed salad. If iceberg lettuce is used, demonstrate removing the core from the head.	Greens used in Learning Activity 2 Paring knife	
5	Have each student prepare one salad green. The greens can then be combined as one salad ingredient. Store the greens. They are to be used in Task Assignment Sheet PA-HE-40. Use the Instructor's Final Checklist to evaluate each student's performance.	A small supply of one salad green for each student Instructor's Final Checklist	

Instructor's Final Checklist

PREPARING GREENS FOR A TOSSED SALAD

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing salad greens, the student:

	Accomplished	Not Accomplished
1. Selected a green suitable for a tossed salad	[ ]	[ ]
2. Washed his/her hands before handling the food	[ ]	[ ]
3. Washed and trimmed the greens	[ ]	[ ]
4. Drained the greens if they had been placed in ice water.	[ ]	[ ]
5. Tore or broke the greens	[ ]	[ ]
6. Placed the greens close together in the container	[ ]	[ ]
7. Mixed the greens together	[ ]	[ ]
8. Stored the greens in an airtight container.	[ ]	[ ]
9. Stored the greens in the refrigerator	[ ]	[ ]

OPERATING A SALAD BAR

OBJECTIVE

GIVEN salad ingredients, serving equipment, tableware, and cleaning supplies,

PARTICIPATE IN OPERATING A SALAD BAR.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Student will take pride in setting up a salad bar that is attractive and in logical serving arrangment.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
OPERATING A SALAD BAR	8

CHECK-OUT ACTIVITIES

You should have participated in the Learning Activities listed above. Check with your instructor to see if you completed them satisfactorily.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: The Learning Activities in this Task Assignment Sheet are step-by-step procedures each student should follow in operating the salad bar. The students will use ingredients prepared earlier.		
1	Have each student arrange the salad ingredient he/she prepared earlier in a serving bowl.	Salad ingredients prepared in Task Assignment Sheet PA-HE-36	
2	Have each student use the garnish he/she prepared earlier for the bowl of salad greens.	Garnishes prepared in Task Assignment Sheet PA-HE-38 Bowl of salad greens	
3	Have each student place his/her ingredient in a logical place on the salad bar. Refer to a plan for a salad bar.	A good plan for a salad bar prepared in Task Assignment Sheet PA-HE-35	
4	Have each student place an appropriate serving utensil in his/her salad ingredient.	Serving utensils for salad ingredients	
5	Let each student place a few of the buffet service items at the starting point of the salad bar.	Napkin, plate, and fork for each student	
6	Have a tossed salad party. Allow students to make themselves a salad to eat.		

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	Have students clean up. NOTE: This is a good place place to have students check-out on Task Assignment Sheet PA-HE-37.	Cleaning supplies listed in Task Assignment Sheet PA-HE-37	
8	Use the Instructor's Final Checklist to evaluate each student's performance.	Instructor's Final Checklist	

Instructor's Final Checklist

OPERATING A SALAD BAR

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In operating a salad bar, the student:

	Accomplished	Not Accomplished
1. Arranged his/her salad ingredient attractively in a serving bowl	[ ]	[ ]
2. Garnished the bowl of salad greens	[ ]	[ ]
3. Arranged his/her salad ingredient in a logical place on the salad bar	[ ]	[ ]
4. Placed the appropriate serving utensil in his/her salad ingredient	[ ]	[ ]
5. Arranged napkins, plates, and forks at the starting point of the salad bar	[ ]	[ ]
6. Had a helping of tossed salad (optional)	[ ]	[ ]
7. Helped clean the dishes, serving area, or sink area	[ ]	[ ]

USING CLEANING TOOLS

OBJECTIVE

GIVEN a cleaning tool,

DEMONSTRATE THE TOOL.

YOUR DEMONSTRATION should include the name of the tool, the purpose of the tool, and the use of the tool.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that housekeeping is important in the business world as well as in the home.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
CLEANING TOOLS	1, 2
Instructor's Final Checklist	
USING CLEANING TOOLS	4

CHECK-OUT ACTIVITIES

Your instructor will assign you a cleaning tool to demonstrate.

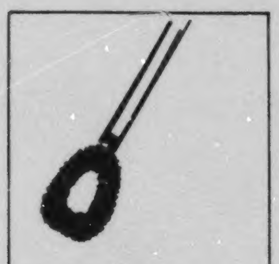
Give the name and purpose of the tool and demonstrate its use.

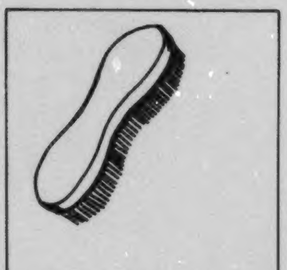
LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students name other kinds of cleaning tools in addition to the ones presented in the Instruction Sheet. Assign a group of students to examine the kinds of cleaning tools used in the school. Have them to report to the class.	Instruction Sheet I	
2	Demonstrate the use of each tool presented in Instruction Sheet I. As you go through your demonstration, have students write the use of each tool. (Provide each student a master copy of Instruction Sheet I, or have students use their own paper.) As a class, discuss the uses of the tools.	Instruction Sheet I (A master copy is included in this section.)	
3	Give students the opportunity to practice using each cleaning tool.	Cleaning tools pictured in Instruction Sheet I	
4	Assign each student one cleaning tool to demonstrate. Use the Instructor's Final Checklist to evaluate each student's demonstration.	Cleaning tools pictured in Instruction Sheet I Instructor's Final Checklist	

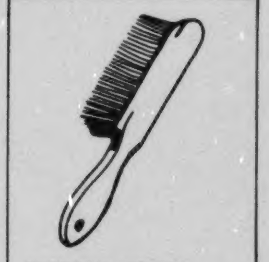
Instruction Sheet I

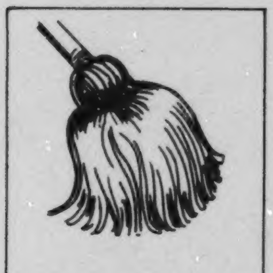
CLEANING TOOLS

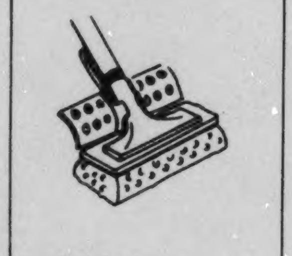
Study each of the cleaning tools pictured below. As your instructor demonstrates the use of each one, write its use in the spaces under the tool. Your instructor will provide you a copy of this sheet. Do not write on this page.

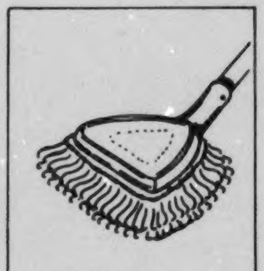

TOILET BRUSH

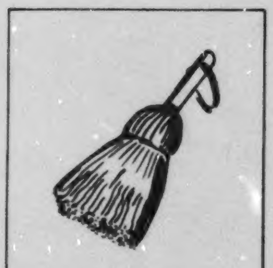

SCRUB BRUSH

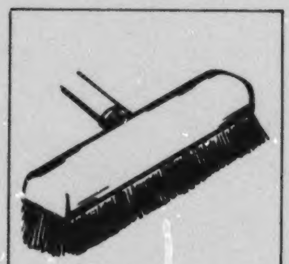

DUSTPAN BRUSH

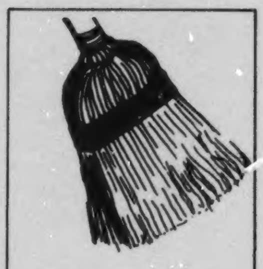

STRING MOP


SPONGE MOP


DUST MOP


WHISK BROOM


PUSH BROOM


STRAW BROOM

Instructor's Final Checklist

USING CLEANING TOOLS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's demonstration of a cleaning tool included:

	Accomplished	Not Accomplished
1. The name of the tool	☐	☐
2. The purpose of the tool	☐	☐
3. A demonstration of the use of the tool	☐	☐

Instructor's Guide Sheet Task Assignment Sheet PA-HE-42

MAKING A BED

OBJECTIVE

GIVEN a bed and bed linens,

MAKE THE BED.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize the importance of doing an everyday task well, no matter how menial it may seem.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
MAKING AND CARING FOR BEDS	1
Instructor's Final Checklist	
MAKING A BED	4

CHECK-OUT ACTIVITIES

Your instructor will provide a bed and bed linens.

Make the bed.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the information presented in the Instruction Sheet. Note: You will need to rewrite the instruction sheet or restate the procedures for slow learners and the mentally handicapped. Limit each step to only one thing to do. Explain a mitered corner.	Instruction Sheet I	
2	Demonstrate how to make a bed. Be sure to show how to miter a corner.	Bed or table with sofa cushions Two pillows Mattress pad Two sheets Two pillow cases Blanket Bedspread	
3	Divide class into three groups for a bed-making practice session. Have one group work at the right side of the bed; another group work at the left side of the bed; and the third group work at the foot of the bed. Have each group perform the procedures for making a bed at their particular station. The bed will be made one time.	Same supplies as listed in Learning Activity 2.	
4	Have two students at a time make the bed. Use the Instructor's Final Checklist to evaluate each student's work.	Same supplies as listed in Learning Activity 2. Instructor's Final Checklist	

Master Copy Task Assignment Sheet PA-HE-42

Instructor's Final Checklist

MAKING A BED

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The bed showed:		
1. Mitered corners	☐	☐
2. The large hem of the top sheet turned back over the blanket	☐	☐
3. Even amounts of top sheet, blanket, and bedspread (free of wrinkles) over both sides of the bed free of wrinkles	☐	☐
4. Wrinkle-free pillows with open ends facing sides of bed	☐	☐
5. The spread turned back (free of wrinkles) over pillows free of wrinkles	☐	☐

DUSTING FURNITURE

OBJECTIVE

GIVEN a piece of furniture and dusting supplies,

DUST THE FURNITURE.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--The students will have respect for valuable items and will take care of them properly.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I DUSTING WASHABLE SURFACES	1
II DUSTING WOOD FURNITURE	4
III CLEANING METAL FURNITURE	7
Instructor's Final Checklist	
DUSTING FURNITURE	10

CHECK-OUT ACTIVITIES

Your instructor will assign you a piece of furniture and dusting supplies.

Dust the furniture, using the proper dusting method.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss damp dusting washable surfaces.	Instruction Sheet I	
2	Demonstrate damp dusting techniques. Describe the purpose of the cleaner disinfectant.	Furniture with washable surface Clean dust cloth Cleaner disinfectant	
3	Have students practice damp dusting. Observe their dusting techniques.	Furniture with washable surface Clean dust cloth for each student Cleaner disinfectant	
4	Discuss steps in dusting wood furniture. Show how to treat a dust cloth. Explain why it is important to store it in a metal container.	Instruction Sheet II	
5	Demonstrate the steps in dusting wood furniture.	Wood furniture Treated dust cloth Metal container	
6	Let students practice dusting wood furniture. You may want students to treat their dust cloths. The school library is a good place to practice dusting techniques.	Wood furniture Treated dust cloth for each student Metal containers	
7	Discuss kinds of businesses which use metal furniture. Have student name kinds of metal furniture they have seen. Discuss the steps in cleaning metal furniture.	Instruction Sheet II	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
8	Demonstrate the steps in cleaning metal furniture. Describe the purpose of the cleaning solution.	Metal furniture Treated dust cloth Cleaning solution Warm water Clean, soft cloth Metal container	
9	Let students practice cleaning metal furniture.	Metal furniture Treated dust cloth for each student Cleaning solution Warm water Clean, soft cloth for each student Metal container	
10	Set up three work stations: 1. Washable surface and dusting supplies 2. Wood furniture and dusting supplies 3. Metal furniture and dusting supplies Assign each student to a station. Observe the procedures as students work. Use the Instructor's Final Checklist to evaluate each student's work.	All the supplies listed in Learning Activities 3, 6, and 9. Instructor's Final Checklist	

Instructor's Final Checklist

DUSTING FURNITURE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. To dust a washable surface, the student:		
a. Saturated a clean dust cloth with a cleaner disinfectant	[ ]	[ ]
b. Wrung the cloth as dry as possible	[ ]	[ ]
c. Wiped the surface	[ ]	[ ]
d. Rinsed the cloth when it became dirty	[ ]	[ ]
e. Repeated steps b,c, and d	[ ]	[ ]
f. Rinsed out the cloth and put away the supplies	[ ]	[ ]
2. To dust the wood furniture, the student:		
a. Folded treated dust cloth into squares	[ ]	[ ]
b. Wiped the surfaces from top to bottom	[ ]	[ ]
c. Used straight, overlapping strokes	[ ]	[ ]
d. Unfolded the dirty square to a clean square of cloth	[ ]	[ ]
e. Dusted under objects on the furniture	[ ]	[ ]
f. Stored the dust cloth in a metal container	[ ]	[ ]
3. To clean metal furniture, the student:		
a. Used a treated dust cloth	[ ]	[ ]
b. Wiped the surface with a cleaning solution	[ ]	[ ]
c. Rinsed the surface with warm water	[ ]	[ ]
d. Dried and polished the surface with a clean, soft cloth	[ ]	[ ]
e. Stored the treated cloth in a metal container	[ ]	[ ]

OPERATING A VACUUM CLEANER

OBJECTIVE

GIVEN a vacuum cleaner and a cleaning area,

CLEAN THE AREA.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--The student will take pride in the results of a thorough cleaning job.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. VACUUM CLEANERS	1
II. USING A VACUUM CLEANER	2
Instructor's Final Checklist	
OPERATING A VACUUM CLEANER	5

CHECK-OUT ACTIVITIES

Your instructor will assign you a vacuum cleaner and an area to be cleaned.

Clean the area.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Explain the special uses of the various types of vacuum cleaners in Instruction Sheet I. Have students describe the kinds of vacuum cleaners they use at home. Display pictures of various types of vacuum cleaners. Have students identify each type.	Instruction Sheet I Display of pictures of vacuum cleaners	
2	Have students read Instruction Sheet II.	Instruction Sheet II	
3	Discuss each of the steps in operating a vacuum cleaner. Demonstrate: (1) Assembling a vacuum cleaner (2) Using the three-stroke method If your school has carpeting, have the custodian demonstrate the commercial type vacuum cleaner.	Vacuum cleaner Dirt or dry carpet cleaner spread over a small area of carpet	
4	Divide class into two groups: Group I assembles a vacuum cleaner; Group II practices the three-stroke method. Have the groups rotate as they complete an activity. Have class relate problems and successes experienced during the practice sessions.	Two vacuum cleaners Dirt or dry carpet cleaner Cleaning area	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Set up a work station for each vacuum cleaner you have in the classroom. Assign each student to a work station. Observe students as they go through the Check-Out Activity.	Vacuum cleaner available to each student Dirt or dry carpet cleaner Cleaning area	
	Use the Instructor's Final Checklist to evaluate each student's work.	Instructor's Final Checklist	

Instructor's Final Checklist

OPERATING A VACUUM CLEANER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When cleaning the area, the student:

		Accomplished	Not Accomplished
1.	Assembled the equipment, when necessary	[ ]	[ ]
2.	Moved the furniture	[ ]	[ ]
3.	Plugged in the electrical cord	[ ]	[ ]
4.	Turned on the vacuum cleaner	[ ]	[ ]
5.	Used the three-stroke method to clean the area	[ ]	[ ]
6.	Pushed the vacuum cleaner forward in the direction of the grain	[ ]	[ ]
7.	Turned off the vacuum cleaner	[ ]	[ ]
8.	Unplugged the vacuum cleaner	[ ]	[ ]
9.	Disassembled the equipment, if necessary	[ ]	[ ]
10.	Placed the furniture in its original position	[ ]	[ ]

CLEANING A VACUUM CLEANER

OBJECTIVE

GIVEN a vacuum cleaner and necessary supplies,

CLEAN THE VACUUM CLEANER.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will help keep equipment in good working order by keeping it clean.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
CLEANING A VACUUM CLEANER	1
Instructor's Final Checklist	
CLEANING A VACUUM CLEANER	4

CHECK-OUT ACTIVITIES

Your instructor will provide a vacuum cleaner and the necessary cleaning supplies.

Clean the vacuum cleaner.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the steps in cleaning a vacuum cleaner. Have students describe how their vacuum cleaners are cleaned at home. Have students bring a disposable vacuum cleaner bag from home. Compare the different types.	Instruction Sheet I	
2	Demonstrate how to clean a vacuum cleaner.	Vacuum cleaner Used vacuum cleaner bag New disposable vacuum cleaner bag, if needed Newspapers Damp cloth	
3	Have students practice cleaning a vacuum cleaner. Let students evaluate each other.	Supplies listed in Learning Activity 2 available for each student.	
4	Have each student clean a vacuum cleaner. Use the Instructor's Final Checklist to evaluate each student's performance.	Supplies listed in Learning Activity 2 available for each student. Instructor's Final Checklist	

Instructor's Final Checklist

CLEANING A VACUUM CLEANER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When cleaning the vacuum cleaner, the student:

	Accomplished	Not Accomplished
1. Disconnected the cord from the electrical outlet	[ ]	[ ]
2. Carried the machine to the designated area	[ ]	[ ]
3. Placed the machine on newspapers	[ ]	[ ]
4. Removed the bag		
a. Disposed of a disposable bag or	[ ]	[ ]
b. Emptied dirt from a cloth bag onto a separate piece of newspaper, rolled up newspaper, and disposed of it	[ ]	[ ]
5. Replaced a new bag in the machine	[ ]	[ ]
6. Disposed of the newspapers	[ ]	[ ]
7. Wiped the machine and cord with a damp cloth	[ ]	[ ]

PREPARING A HOUSEKEEPING CART

OBJECTIVE

GIVEN a housekeeping cart and supplies and equipment in a storage area,

PREPARE THE CART FOR CLEANING A HOTEL BEDROOM AND BATHROOM.

THE CART should contain the supplies and equipment needed for the day's work. THE SUPPLIES should be arranged on the cart according to convenience and frequency of use.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--The students will learn that much time and energy can be saved by getting organized before they begin a working activity.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
PREPARING A HOUSEKEEPING CART	1
Instructor's Final Checklist	
PREPARING A HOUSEKEEPING CART	5

CHECK-OUT ACTIVITIES

Go to the storage area, and select supplies and equipment necessary for cleaning a bedroom and a bathroom. Arrange the items you select on a housekeeping cart.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	As a class, discuss: (1) Cleaning supplies and equipment needed for a bedroom and a bathroom; (2) Arranging the supplies on the cart. Have students share experiences of staying in a hotel or motel. Have them mention kinds of supplies provided the guests that must be replaced by a housekeeper. Some of them may have observed a housekeeping cart.	Instruction Sheet I	
2	Have students find pictures of bedrooms and bathrooms. Let them name articles in the pictures that would be included on a housekeeping cart.	Housekeeping magazines	
3	Demonstrate preparing a housekeeping cart.	Housekeeping cart or a large box Disposable paper supplies Cleaning supplies Cleaning equipment Bed linen Bath linen	
4	Have students draw a plan for a well prepared housekeeping cart. They should label items they have included on their cart. Let them share their illustrations with the class, naming the items and explaining the arrangement of the cart.		

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Prepare a bulletin board display of the illustrations.		
5	Let the class work in small groups. Each group may prepare a cart. Use the Instructor's Final Checklist to evaluate each student's work.	Supplies listed in Learning Activity 3 available to each group. Instructor's Final Checklist	

Instructor's Final Checklist

PREPARING A HOUSEKEEPING CART

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a housekeeping cart, the student:

	Accomplished	Not Accomplished
1. Selected supplies and equipment needed for cleaning a bedroom and a bathroom	☐	☐
2. Included supplies and equipment necessary for a day's work	☐	☐
3. Arranged the items on the cart in logical order according to convenience and frequency of use	☐	☐

SORTING ARTICLES FOR LAUNDERING

OBJECTIVE

GIVEN an assortment of soiled articles of clothing and household textiles,

SORT THE ARTICLES FOR LAUNDERING.

THE ARTICLES should be sorted into the four basic groupings.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will prolong the life of their clothing and household textiles by sorting them according to the basic groupings.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. GUIDELINES FOR SORTING TEXTILES	1
Student Self-Check	
I. SORTING TEXTILES BY GROUPS	3
Instructor's Final Checklist	
SORTING ARTICLES FOR LAUNDERING	6

CHECK-OUT ACTIVITIES

Your instructor will provide an assortment of soiled articles.

Sort the articles for laundering

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the four sorting groups presented in Instruction Sheet I. Have students relate how soiled articles are sorted for laundry at home.	Instruction Sheet I	
2	Prepare a display of washable textiles. Include several from each of the basic four groups. Have student read the permanent-care labels for special laundering instructions.	Display of washable textiles	
3	Have students collect pictures of articles of clothing and of other household textiles. You may provide students a copy of Student Self-Check I or have them use their own paper to attach their pictures into the sorting groups.	Fashion and housekeeping magazines Student Self-Check I (A master copy is included in this section.)	
4	Demonstrate sorting articles for laundering.	Articles displayed in Learning Activity 2.	
5	Have students practice sorting articles. Divide the class into four groups, and assign each group to one of the four sorting	An assortment of soiled clothing and other household textiles	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	groups. Let each group of students select the articles appropriate for its sorting group. Have students explain why they selected specific items. You may have students bring an article of clothing and/or a household textile from home.		
6	Set up several workstations with an assortment of clothing. Assign students to a station. Use the Instructor's Final Checklist to evaluate each student's work. NOTE: The washloads prepared here will be used in the next task assignment sheet.	Same articles as in Learning Activity 5. Instructor's Final Checklist	

Student Self-Check I

SORTING TEXTILES BY GROUPS

Collect pictures of washable clothing and household textiles. Sort them by washloads, and attach in the proper box below. Do not use this page. Your instructor will provide you a copy.

Sturdy Whites and Colorfast Items	Noncolorfast Items
Heavily Soiled Items	**Delicate Items**

Instructor's Final Checklist

SORTING ARTICLES FOR LAUNDERING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In sorting articles for laundering, the student separated:

	Accomplished	Not Accomplished
1. Sturdy whites and colorfast items	[ ]	[ ]
2. Noncolorfast items	[ ]	[ ]
3. Heavily soiled items	[ ]	[ ]
4. Delicate items	[ ]	[ ]

CHOOSING AND MEASURING LAUNDRY AIDS

OBJECTIVE

GIVEN a load of laundry,

CHOOSE AND MEASURE THE CORRECT AMOUNTS OF LAUNDRY AIDS TO BE USED.

THE LAUNDRY AIDS chosen and the AMOUNTS MEASURED should be suitable for the washload.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will realize that using the proper laundry aids will enhance the appearance of the textiles and may save them money in the long run.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I LAUNDRY AIDS	1
Instructor's Final Checklist	
CHOOSING AND MEASURING LAUNDRY AIDS	5

CHECK-OUT ACTIVITIES

Your instructor will assign you a load of laundry.

Using the laundry supplies available, choose and measure those suitable for the washload.

REFERENCES

Lots About Laundering (unit), Proctor and Gamble Educational Services, P.O. Box 14009, Cincinnati, OH 45214	2

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Display each laundry aid presented in Instruction Sheet I to the class. Discuss how each product aids the laundry process.	Instruction Sheet I Display of laundry aids	
2	Demonstrate how soaps and detergents make water wetter.	Proctor and Gamble Unit, Lots About Laundering, p. 21	
3	Have students experiment with fabrics and laundry aids to help determine which products are best suited for a given fabric.	Laundry aids listed in Instruction Sheet I Swatches of various fabrics	
4	Help students determine the correct amounts of laundry aids for several different washloads. They will not actually measure out the amounts until the Check-Out Activity.	Laundry aids listed in Instruction Sheet I Directions for using each product	
5	The Check-Out Activity can be completed in small groups. Each group may choose and measure the laundry aids for one washload.	Washloads prepared in Task Assignment Sheet PA-HE-47 Laundry aids presented in Instruction Sheet I available to students Measuring containers for the laundry aids	
	Use the Instructor's Final Checklist to evaluate each student's work.	Instructor's Final Checklist	
	NOTE: The laundry aids prepared in this activity will be used in the next task assignment sheet.		

Instructor's Final Checklist

CHOOSING AND MEASURING LAUNDRY AIDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student:	Accomplished	Not Accomplished
1. Chose the laundry aids that were suitable for the washload	[ ]	[ ]
2. Measured the proper amounts of laundry aids for the washload	[ ]	[ ]

OPERATING A CLOTHES WASHER

OBJECTIVE

GIVEN a clothes washer, a load of laundry, and a supply of laundry aids,

WASH A LOAD OF LAUNDRY.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that best results occur when proper procedures are followed in operating equipment.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. CHOOSING THE WATER TEMPERATURE	1
II. OPERATING THE WASHER	2
Instructor's Final Checklist	
OPERATING A CLOTHES WASHER	6

CHECK-OUT ACTIVITIES

Use the clothes washer to wash a load of laundry.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the four water temperatures. Have students name articles that should be washed at each temperature. Have students examine the washloads from Task Assignment Sheet PA-HE-47 and identify the appropriate water temperatures. Demonstrate how to set the water temperatures on the washers in your classroom.	Instruction Sheet I Laundry sorted in Task Assignment Sheet PA-HE-47. Clothes washer(s)	
2	Discuss the steps in operating a washer. Present specific questions about operating a washer and have students find the answers in the use-and-care manuals. Arrange a class visit to a commercial laundry or laundramat so students can examine heavy-duty washing facilities.	Instruction Sheet II Use-and-Care manuals for the washers Suggested Resources: Commercial laundry Laundramat	
3	Demonstrate loading the washer, and show the class how to set the dials for the four basic washloads.	A load of laundry Clothes washer	
4	Divide class into small groups. Allow a few minutes for each group to practice loading the washer.	Loads of laundry Clothes washers	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Have students mark, with red marker, the dial settings for: (1) Sturdy whites and colorfast items--large load (2) Noncolorfast items--large load (3) Heavily soiled items--medium load (4) Delicate items--small load	Sketch of the washer controls for each student	
6	Divide the class into the same four groups as in the previous task assignment sheet. Have each group launder the washload for which it prepared the laundry aids. Use the Instructor's Final Checklist to evaluate each student's work. NOTE: Use the wet, laundered items in task assignment PA-HE-50. NOTE: Because of the time involved, you may want to schedule the Check-Out Activities for this task and the following one over a period of weeks.	Laundry sorted in Task Assignment Sheet PA-HE-47 Laundry aids measured in Task Assignment Sheet PA-HE-48 Clothes washers Instructor's Final Checklist	

Instructor's Final Checklist

OPERATING A CLOTHES WASHER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When washing a load of laundry, the student:

	Accomplished	Not Accomplished
1. Loaded the washer with the proper amount of laundry	[ ]	[ ]
2. Set the water temperature recommended for the washload. . .	[ ]	[ ]
3. Set the water level for the size of the washload	[ ]	[ ]
4. Adjusted the dial settings recommended for the washload . . .	[ ]	[ ]
5. Added the laundry aids suitable for the washload	[ ]	[ ]
6. Closed the washer lid	[ ]	[ ]
7. Turned on the machine	[ ]	[ ]

DRYING AND FOLDING LAUNDRY

OBJECTIVE

GIVEN a load of wet laundry and a clothes dryer,

DRY AND FOLD THE LOAD OF LAUNDRY.

THE DRYER SETTINGS should be appropriate for the load of laundry. EACH PIECE should be folded for convenient use. It should be neat and with a minimum of wrinkles.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will learn that determining which articles can be safely dried in a dryer can be financially beneficial to a laundry.
--Students will realize the properly folded laundry can save time and energy in using.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. OPERATING A CLOTHES DRYER	1
Instructor's Final Checklist	
DRYING AND FOLDING LAUNDRY	6

CHECK-OUT ACTIVITIES

Dry and fold the load of laundry that you washed in Task Assignment Sheet PA-HE-49.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the steps in operating a clothes dryer. If use-and-care manuals are available, have students find answers to specific questions about operating a dryer. Have students relate experiences in operating the dryer at home.	Instruction Sheet I Use-and-care manual for a clothes dryer (You may duplicate some pages for student use.)	
2	Demonstrate setting the dryer controls for sturdy whites and colorfast, noncolorfast, delicate, and permanent-press items.	Clothes dryer	
3	Prepare a worksheet for each student. Have student mark, with red marker, the dial settings for the following washloads: (1) Sturdy white and colorfast items (2) Noncolorfast items (3) Delicate items (4) Permanent-press items	Sketch of dryer controls for each student.	
4	Prepare a display of folded items. Have students examine the foldings of each piece.	Display of folded items: —Articles of clothing —Towel --Flat and fitted sheet (if available)	
5	Have students practice folding items like the ones on display. (They may bring them from home if they are not available in the classroom.) Have them share the folded items with the class.	Articles for folding for each student	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Have each group dry and fold the laundry that it washed in Task Assignment Sheet PA-HE-49. Use the Instructor's Final Checklist to evaluate each student's work.	Laundry washed in Task Assignment Sheet PA-HE-49 Instructor's Final Checklist	

Instructor's Final Checklist

DRYING AND FOLDING LAUNDRY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		Accomplished	Not Accomplished
1.	In drying the laundry, the student:		
a.	Determined which items could be safely dried in the dryer	☐	☐
b.	Loaded the dryer with a proper amount of laundry	☐	☐
c.	Selected the drying temperature and setting appropriate for the load of laundry	☐	☐
d.	Turned on the dryer	☐	☐
e.	Avoided overdrying the items	☐	☐
f.	Removed the items as soon as the dryer stopped	☐	☐
g.	Cleaned the lint filter	☐	☐
2.	In folding the laundry, the student:		
a.	Folded each piece so that it can be used conveniently	☐	☐
b.	Folded each piece neatly	☐	☐
c.	Folded each piece with a minimum of wrinkling	☐	☐

MATCHING COLOR SCHEMES

OBJECTIVE

(1) GIVEN a model color wheel and the necessary supplies,

MAKE A COLOR WHEEL AND LABEL THE COLORS.

YOUR COLOR WHEEL should include the primary, secondary, and intermediate colors.

(2) GIVEN magazine pictures,

SELECT A PICTURE TO MATCH EACH BASIC COLOR SCHEME.

YOUR SELECTIONS should match the monochromatic, complementary, and adjacent color schemes.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will realize that interior decorating requires art skills as well as the home furnishings skills acquired in home economics.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. COLOR WHEELS	1, 2, 3
II. BASIC COLOR SCHEMES	4
Instructor's Final Checklist	
MATCHING COLOR SCHEMES	5

CHECK-OUT ACTIVITIES

1. Your instructor will provide a model color wheel and the necessary supplies. Make a color wheel and label the colors.
2. Your instructor will provide pictures from magazines. Select a picture to match each basic color scheme. Make an attractive display of your pictures.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the three color wheels.	Instruction Sheet I	
2	This is an optional activity. Set up experiment stations. Have student mix primary colors to make secondary colors. Then have them mix their secondary colors to make intermediate colors.	Tempra paints--primary colors Small containers for mixing paints Paper	
3	Have students construct an intermediate color wheel like the one in Instruction Sheet I.	Instruction Sheet I Construction paper or crayons Scissors Glue	
4	Discuss the three basic color schemes.	Instruction Sheet II	
5	Have students find pictures that represent each basic color scheme and display them on poster or construction paper. Use the Instructor's Final Checklist to evaluate each student's work.	Magazines for homemaking and/or interior design Poster or construction paper Instructor's Final Checklist	

Instructor's Final Checklist

MATCHING COLOR SCHEMES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. The student's color wheel included:		
a. The primary colors	[ ]	[ ]
b. The secondary colors	[ ]	[ ]
c. The intermediate colors	[ ]	[ ]
2. The student selected a picture with:		
a. The monochromatic color scheme	[ ]	[ ]
b. The complementary color scheme	[ ]	[ ]
c. The adjacent color scheme	[ ]	[ ]

ARRANGING LIVING-DINING FURNITURE

OBJECTIVE

GIVEN a floor plan graph and living-dining furniture cutouts,

ARRANGE THE FURNITURE ON THE GRAPH.

YOUR ARRANGEMENT WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will follow the basic principles of arrangement when arranging furniture.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. ARRANGING FURNITURE	1
II. PRINCIPLES OF ARRANGEMENT	3
Student Self-Checks	
I. EVALUATING ROOM ARRANGEMENT PLANS	6
Instructor's Final Checklist	
ARRANGING LIVING-DINING FURNITURE	8

CHECK-OUT ACTIVITIES

Complete the furniture arrangement you began in Learning Activity 7 by gluing the cutouts to the grid. Give your work to your instructor.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I.	Instruction Sheet I	
2	Divide the class in small groups. Have each group identify activities that occur in a living-dining room area. Based on the activities identified, have them discuss some things that should be considered when arranging furniture in those rooms. Let each group share its findings.		
3	Have students read Instruction Sheet II. Conduct a discussion of the four basic principles of furniture arrangement.	Instruction Sheet II	
4	Have students find and label pictures showing the four principles of furniture arrangement.	Magazines with pictures of furniture arrangements	
5	Arrange a class visit to a furniture store or a designer showroom. Have students observe room arrangements and furniture groupings. Have them identify one functional grouping for living and dining areas.	Resources: Furniture stores Designer showrooms	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	(You may prefer this to be an out-of-class activity.)		
6	Have students evaluate the illustrations in Student Self-Check I. Discuss the evaluations as a class.	Student Self-Check I	
7	Provide each student a floor plan graph and furniture cutouts. Students will need help interpreting the furniture cutouts. Have students practice arranging the furniture on the graph. They are not to glue the cutouts down. Check each arrangement for the four basic principles of arrangement.	Floor plan graph and furniture cut-outs (A master copy is in this section.)	
8	Have students glue their furniture cutouts to the graph and turn them in. Use the Instructor's Final Checklist to evaluate each furniture arrangement.	Student's completed furniture arrangements Instructor's Final Checklist.	

Instructor's Final Checklist

ARRANGING LIVING-DINING FURNITURE

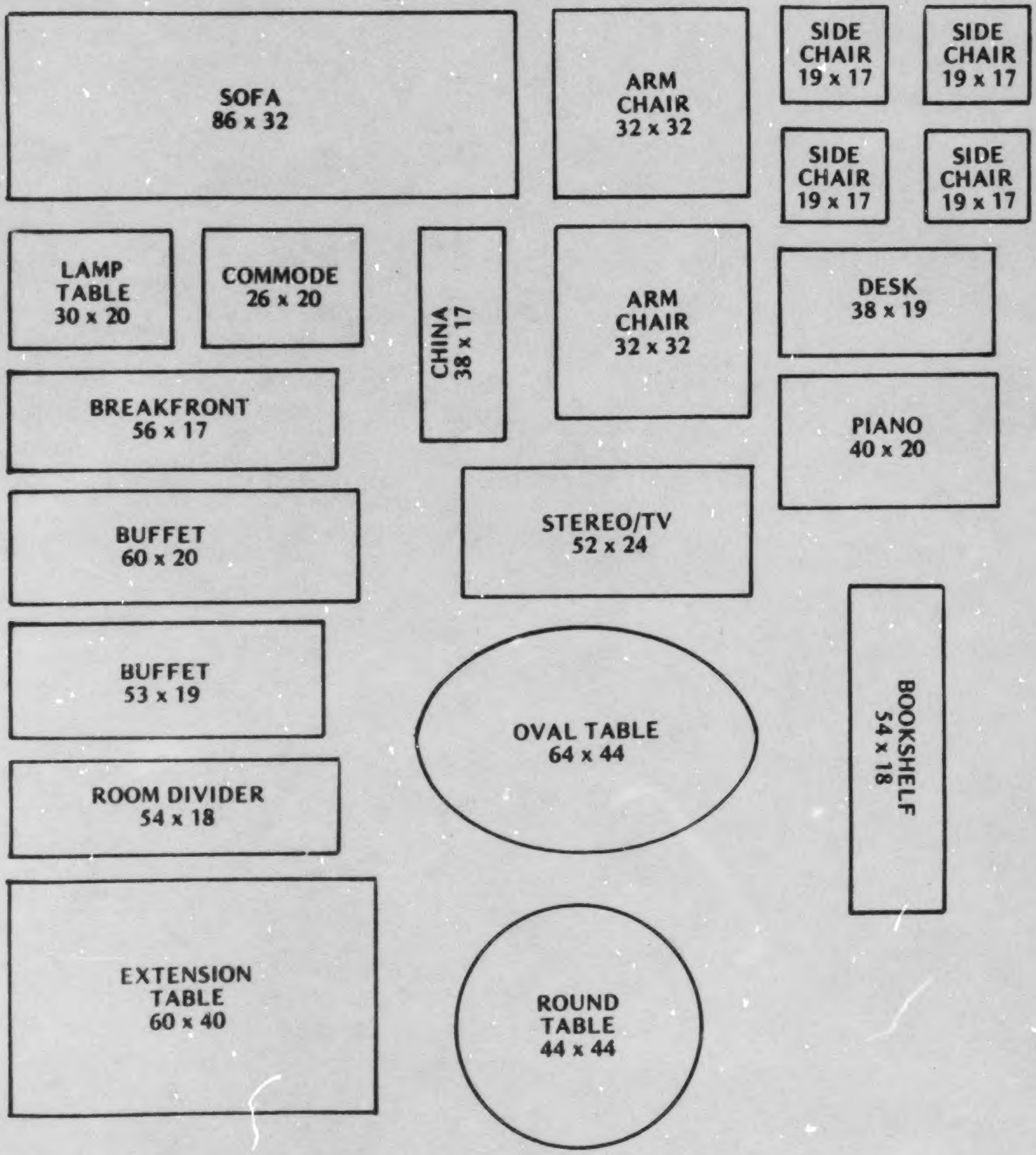
Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a furniture arrangement, the student:

	Accomplished	Not Accomplished
1. Arranged furniture around a center of interest	☐	☐
2. Provided adequate traffic lanes	☐	☐
3. Planned furniture groupings for conversation and convenience	☐	☐
4. Kept the center of the room and the space in front of large windows open	☐	☐
5. Limited the number of pieces of furniture to those really needed	☐	☐
6. Avoided placing heavy furniture across corners	☐	☐
7. Provided adequate light located in the proper places	☐	☐
8. Balanced the placement of furnishings	☐	☐

CUT-OUTS FOR FURNITURE ARRANGING

Scale 1.27 cm equals .3048 m (1/2 inch equals 1 foot)


SOFA
86 x 32
ARM CHAIR
32 x 32
SIDE CHAIR
19 x 17
SIDE CHAIR
19 x 17
SIDE CHAIR
19 x 17
SIDE CHAIR
19 x 17
LAMP TABLE
30 x 20
COMMODE
26 x 20
CHINA
38 x 17
ARM CHAIR
32 x 32
DESK
38 x 19
BREAKFRONT
56 x 17
PIANO
40 x 20
BUFFET
60 x 20
STEREO/TV
52 x 24
BUFFET
53 x 19
OVAL TABLE
64 x 44
BOOKSHELF
54 x 18
ROOM DIVIDER
54 x 18
EXTENSION TABLE
60 x 40
ROUND TABLE
44 x 44

FLOOR PLAN GRAPH

Each square equals 1.27 cm. Scale 1.27 cm equals .3048 m (1/2 inch equals 1 foot)

DESIGNING FABRIC

OBJECTIVE

GIVEN dye, a potato or carrot, wax (if needed), and clean-up supplies,

CREATE A DESIGN AND TRANSFER IT TO A T-SHIRT OR A PIECE OF FABRIC.

YOUR DESIGN should be appropriate for the fabric, clear, neat, attractive, and exhibit good principles of color.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will take pride in their own creations.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. MAKING A PRINTING BLOCK	2
II. DESIGNING FABRIC	5
Instructor's Final Checklist	
DESIGNING FABRIC	7

CHECK-OUT ACTIVITIES

Use your printing block to reproduce designs on one of your T-shirts or on a piece of fabric.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Provide pictures of fabrics or prepare a display of several fabrics with various designs. Have students compare and contrast sizes, shapes, colors, etc., of the designs.	Pictures of fabric designs or A display of fabrics with various designs	
2	Discuss the steps in making a printing block. Stress safety in using the paring knife.	Instruction Sheet I	
3	Show the class how to use the paring knife safely. Demonstrate making a printing block.	Potato or carrot Paring knife	
4	Have students make printing blocks. (Students may bring their own potatoes or carrots.) Allow time for a printing block exhibit.	Potatoes and carrots Paring knives	
5	Discuss the two methods of reproducing designs.	Instruction Sheet II	
6	Let students experiment with both methods of reproducing designs. Use small swatches of fabric. At this point, each student should decide which method to use in the Check-Out-Activity	Printing blocks Swatches of fabric Wax Permanent fabric dye Paper towels Clean-up supplies: Sponges Buckets Water	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	Have students bring T-shirts or pieces of fabric from home. The completed garments and fabrics could be washed in the washer and dried in the dryer. Use the Instructor's Final Checklist to evaluate each student's design.	Student's printing blocks T-shirts or pieces of fabric Wax Permanent fabric dyes Paper towels Clean-up supplies: Sponges Buckets Water Instructor's Final Checklist	

Instructor's Final Checklist

DESIGNING FABRIC

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's fabric design:	Accomplished	Not Accomplished
1. Was appropriate for the fabric	☐	☐
2. Was clear	☐	☐
3. Was neat	☐	☐
4. Was attractive	☐	☐
5. Exhibited good principles of color	☐	☐
6. Used correct techniques to apply design	☐	☐

DEMONSTRATING A KITCHEN APPLIANCE

OBJECTIVE

GIVEN a kitchen appliance,

DEMONSTRATE THE APPLIANCE.

YOUR DEMONSTRATION WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will realize the importance of reading the use-and-care manual before attemping to operate a new appliance.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. DEMONSTRATING AN APPLIANCE	1
Instructor's Final Checklist	
DEMONSTRATING A KITCHEN APPLIANCE	6

CHECK-OUT ACTIVITIES

Present a class demonstration of the kitchen appliance you selected.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss how each step presented in Instruction Sheet I can affect a demonstration.	Instruction Sheet I	
2	Have students watch a television appliance demonstration at school or at home. Allow time for reports on the highlights of the demonstration, and/or Have students bring to class newspaper/magazine advertisements of appliances and report the points covered in the ad.	Television advertisements Newspaper/magazine appliance advertisements	
3	If there are a limited number of kitchen appliances in your classroom, allow students to select a small appliance at home. They can bring it to class on the day they demonstrate.	Use-and-care manuals for large or small kitchen appliances	
4	Have each student list the advantages of using the particular appliance selected. To stress the importance of safety in operating any appliance, have each student list safety precautions that must be observed. Allow time for students to identify commonalties of safety precautions for all appliances selected.	Use-and-care manual for each kitchen appliance selected	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Have each student practice operating the appliance selected. (This can be done at home, if necessary.) Stress the importance of practicing until it is easy to operate.	Kitchen appliances selected Other products necessary to demonstrate the use of the appliances	
6	Have each student demonstrate the appliance selected. A time limit of three to five minutes is suggested for each demonstration. Use the Instructor's Final Checklist to evaluate each student's demonstration.	Kitchen appliance selected Other products necessary to demonstrate the use of the appliances Instructor's Final Checklist	

Instructor's Final Checklist

DEMONSTRATING A KITCHEN APPLIANCE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When demonstrating a kitchen appliance, the student:

	Accomplished	Not Accomplished
1. Gave the brand name of the appliance	☐	☐
2. Explained the main purpose of the appliance	☐	☐
3. Observed all safety precautions in operating the appliance	☐	☐
4. Called attention to any safety features	☐	☐
5. Pointed out advantages of using the appliance	☐	☐
6. Called attention to any special operating features of the appliance	☐	☐
7. Followed instructions for operating the appliance	☐	☐
8. Operated the appliance with ease and confidence	☐	☐
9. Smiled	☐	☐
10. Showed enthusiasm for the product	☐	☐

STEAM PRESSING A HEM

OBJECTIVE

GIVEN an ironing board, a steam iron, and a piece of 8" X 11" fabric,

DOUBLE FOLD A 4-INCH HEM AND STEAM PRESS IT.

THE HEM should be smooth and wrinkle-free, be free of scorches or burns, and be free of wet spots. The fabric should have its original texture.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will strive to achieve the professional look--flat and sharp edges, smooth lines, and desired shape—as they steam press hems and seams.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. PREPARING TO USE A STEAM IRON	2
II. PRESSING A HEM	4
Student Self-Check	
I. USING A STEAM IRON	5
Instructor's Final Checklist	
STEAM PRESSING A HEM	8

CHECK-OUT ACTIVITIES

Your instructor will provide an ironing board, steam iron, and a piece of 8" X 11" fabric.

Double fold a 4-inch hem and steam press it.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Prepare a display of items with pressed and unpressed hems. Have students identify the pressed hems and compare them with the unpressed ones. Have a class discussion about the importance of pressing hems and seams.	A display of pressed and unpressed hems	
2	After students read, discuss the parts of the steam iron. Use an iron you have in the classroom and have students identify its parts. Discuss the steps in preparing to press a hem. Call particular attention to the paragraphs on temperature settings.	Instruction Sheet I Steam iron	
3	Demonstrate preparing a steam iron for use. Follow the instructions or the use-and-care manual, whichever is the most appropriate.	Instruction Sheet I or Use-and-care manual for demonstration iron Steam iron Water	
4	After students have read Instruction Sheet II, discuss the pressing techniques presented in items 1-6. Call attention to the steps in storing the iron.	Instruction Sheet II	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Have students use their own paper to answer the questions in Student Self-Check I. Then have students explain why each statement is true or false.	Student Self-Check I	
6	Demonstrate pressing a hem and preparing the iron for storage.	Hemmed fabric Steam iron prepared in Learning Activity 3 Ironing board close to an electrical outlet	
7	Show students how to fold a 4" double hem. Students may practice at home.	Samples of different 8" x 11" fabrics Steam iron Water Ironing board	
8	Use the Instructor's Final Checklist to evaluate each student's hem.	Same supplies as listed in Learning Activity 7 Instructor's Final Checklist	

Instructor's Final Checklist

STEAM PRESSING A HEM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The hem:

	Accomplished	Not Accomplished
1. Was smooth and wrinkle-free.	[ ]	[ ]
2. Was free of scorches and burns	[ ]	[ ]
3. Was free of wet spots	[ ]	[ ]
4. Kept original texture of the fabric	[ ]	[ ]

MAKING A PATTERN FOR A PILLOW

OBJECTIVE

GIVEN a model pillow, paper and pencil, scissors, a measuring tape or yardstick,

MAKE A PATTERN FOR A PILLOW.

YOUR PATTERN should be the correct size and shape; the grain line should be marked; and a broken sewing line should show a ½-inch seam allowance.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that home furnishings can be constructed at home at less cost.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. MAKING A PATTERN	1
Instructor's Final Checklist	
MAKING A PATTERN FOR A PILLOW	7

CHECK-OUT ACTIVITIES

Cut out the pattern you drew in Learning Activity 6, and give it to your instructor.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	After students have read Instruction Sheet I, discuss the steps in making a pattern for a pillow. Have students tell about different kinds of pillows they have seen.	Instruction Sheet I	
2	Demonstrate how to measure a pillow.	Square pillow Circular pillow Tape measure	
3	Divide the class into three teams. Have each team measure one of the pillows. Compare the measurements with those you have previously taken.	Square pillow Rectangular pillow Circular pillow Tape measure or yardstick	
4	Provide several commercial patterns. Have students find the lines that indicate the direction of the grain lines.	Several commercial patterns showing the grain line markings	
5	Make a pattern for a square pillow and one for a circular pillow. Display them as references for the students.	Model pillow patterns	
6	Have each student draw a pattern for one of the pillows. Check patterns to identify any changes that should be made.	Square pillow Rectangular pillow Circular pillow Large pieces of paper Tape measure or yardstick Pencils	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	Have students cut out and turn in the patterns they made in Learning Activity 6. Use the Instructor's Final Checklist to evaluate each pattern.	Patterns made in Learning Activity 6 Instructor's Final Checklist	

Instructor's Final Checklist

MAKING A PATTERN FOR A PILLOW

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's pillow pattern:

	Accomplished	Not Accomplished
1. Was drawn to the correct measurements	[ ]	[ ]
2. Was the proper shape	[ ]	[ ]
3. Included a line showing the grain of the fabric	[ ]	[ ]
4. Included a broken sewing line showing a ½-inch seam allowance	[ ]	[ ]

Instructor's Guide Sheet Task Assignment Sheet PA-HE-57

CUTTING FABRIC FOR A PILLOW

OBJECTIVE

USING a pattern, fabric, measuring tape, pins, shears,

CUT THE FABRIC FOR A PILLOW.

THE FABRIC should be cut on grain and match the pattern measurements.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—The student will realize that cutting of fabric often determines the quality of the product.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. OFF-GRAIN, ON-GRAIN	1
Instructor's Final Checklist	
CUTTING FABRIC FOR A PILLOW	6

CHECK-OUT ACTIVITIES

Cut out the fabric for a pillow. Use the pattern you made in Task Assignment Sheet PA-HE-56.

SUPPLEMENTALS

Handout, STRAIGHTENING FABRIC	2

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the differences in the on-grain and off-grain fabrics illustrated in Instruction Sheet I. Provide students scraps of fabric or have them bring some from home. Let them identify the grainlines of the fabrics.	Instruction Sheet I Scraps of fabric	
2	Demonstrate how to straighten fabric that has been pulled off grain.	Fabric that has been pulled off grain Handout, "Straightening Fabric" (A master copy is in this section)	
3	Let students practice placing their patterns on the straight of grain.	Student's pillow patterns prepared in previous task assignment sheet. Pieces of fabric that are on grain Measuring tape	
4	Demonstrate how to fold and cut fabric for a pillow: (1) Pin the selvages together (2) Place the pattern on the fabric. Use the pattern markings to assure pattern is on grain. (3) Pin the pattern to the fabric. (4) Cut around the edges of the pattern.	Fabric large enough to accommodate a pillow pattern Pillow pattern Measuring tape Pins and pincushion Scissors or shears	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Have students practice placing and pinning their patterns to the fabric. Check to make sure the pattern is on grain.	Fabric Pillow pattern Measuring tape Pins and pincushion	
6	Have students cut out the fabric for a pillow. Use the Instructor's Final Checklist to evaluate each student's work.	Patterns pinned to fabric Scissors or shears Instructor's Final Checklist	

STRAIGHTENING FABRIC

Many times fabric is pulled off grain during the manufacturing process, and it may be necessary for you to straighten the grain. Below are the steps involved in straightening the grain of the fabric.

1. Straighten the fabric ends.
    - a. Cut through the selvage on the side near the end of the fabric.
    - b. Grasp one thread running crosswise near the cut and pull gently allowing the thread to gather slightly.
    - c. Cut along the pulled thread as far as you can.
    - d. If the thread breaks, pick up the thread again and pull, continuing across to the opposite side.
    - e. Straighten the other end the same way.

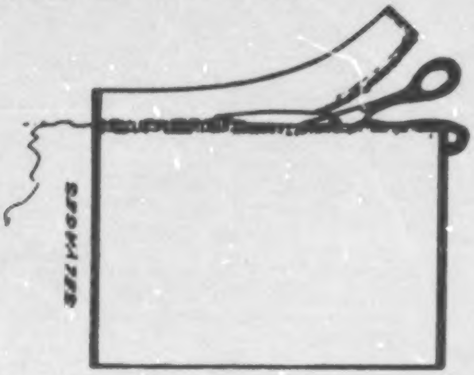


Illustration I

2. Determine the fabric's grain.
    - a. Place the fabric on a flat surface, fold it in the center, and place the selvages together.
    - b. Pin the edges together along the straightened ends.
    - c. Check to see if the fabric lies flat when the selvages are held together. If so, the grain is straight.

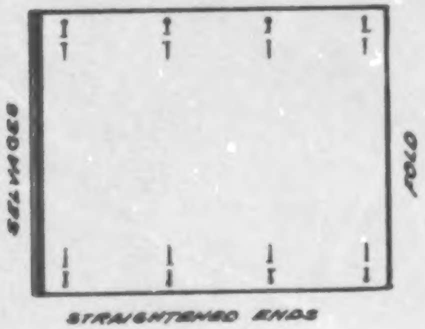


Illustration II

Instructor's Final Checklist

CUTTING FABRIC FOR A PILLOW

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In cutting fabric for a pillow, the student:

	Accomplished	Not Accomplished
1. Cut the fabric on grain	[ ]	[ ]
2. Cut the fabric to match the pattern measurements	[ ]	[ ]

Instructor's Guide Sheet — Task Assignment Sheet PA-HE-58

BASTING A PILLOW

OBJECTIVE

USING the fabric you cut previously, needle, thread, thimble, and pins,

BASTE YOUR PILLOW.

YOUR PILLOW should be basted ½-inch from the edges with right sides together. Even basting should be used for smooth fabric, and uneven basting should be used for other fabrics.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will strive to maintain excellence in sewing by basting items before sewing them on the machine.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. BASTING SEAMS BY HAND	1
Student Self-Check	
I. HAND BASTING	2
Instructor's Final Checklist	
BASTING A PILLOW	6

CHECK-OUT ACTIVITIES

Your instructor will provide pins, needle, thread, and thimble.

Baste your pillow.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss: (1) the difference in even and uneven basting; (2) when to use even and uneven basting; and (3) steps in basting a pillow.	Instruction Sheet I	
2	Have students complete Student Self-Check I. Discuss the questions and answers.	Student Self-Check I (A master copy is in this section.)	
3	Prepare a display of fabrics. You may use scrap pieces of the fabrics being used for the pillows. Have students identify which fabrics require even basting and which require uneven basting.	Display of fabrics	
4	Demonstrate even and uneven basting.	Smooth fabric and rough textured fabric Pins Needle Thread Thimble	
5	Let students practice both even and uneven basting on scraps of fabric.	Scraps of fabric Pins Needles Thread Thimbles	

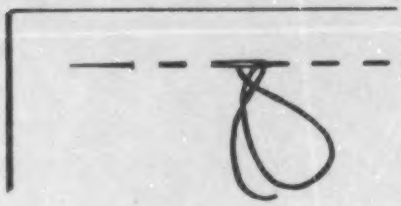
LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Have students baste their pillows. Use the Instructor's Final Checklist to evaluate each student's work.	Fabric cut for pillows in in Task Assignment Sheet PA-HE-57 Pins Needles Thread Thimbles Instructor's Final Checklist	

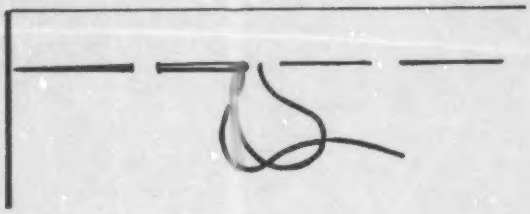
Student Self-Check I

HAND BASTING

Do not write on this page. Your instructor will provide a copy of this sheet. Or number a separate sheet of paper from 1-6, and answer the following questions. Then check your answers with the correct answers at the bottom of the page.

1. Identify the following types of hand basting.





a. ______________________ b. ______________________

2. How far apart should most of your basting stitches be?
3. Which type of basting is best for firmly holding fabric in place?
4. Which type of basting would be best for using as a guideline? ______________
5. Which type of basting has a long stitch on the upper side and a short stitch on the under side? ______________
6. Which type of basting has all the stitches of the same size? ______________

Answers:

(1) a. Even, b. Uneven, (2) 1/4", (3) Even, (4) Uneven, (5) Uneven, (6) Even.

Instructor's Final Checklist

BASTING A PILLOW

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In basting a pillow, the student:

	Accomplished	Not Accomplished
1. Basted right sides together	☐	☐
2. Basted ½-inch from the edges	☐	☐
3. Used even basting (for smooth fabric)	☐	☐
4. Used uneven basting (for fabrics other than smooth ones)	☐	☐

SEWING A KNIFE-EDGED PILLOW

OBJECTIVE

GIVEN a sewing machine and bobbin, thread, scissors, and your basted pillow,

SEW A KNIFE-EDGED PILLOW.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will realize that making neat seams and corners is important in all sewing projects.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. SEWING A PILLOW	1
Instructor's Final Checklist	
SEWING A KNIFE-EDGED PILLOW	5

CHECK-OUT ACTIVITIES

Your instructor will provide a sewing machine and bobbin, thread, and scissors.

Sew the pillow that you basted previously.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the steps in sewing a pillow.	Instruction Sheet I	
2	Let students examine a pillow that has been sewn. Call attention to the seam line, corners, opening, and backstitching.	Pillow that has been sewn, but not stuffed	
3	Demonstrate how to sew corners and how to backstitch.	Sewing machine and threaded bobbin Thread Scrap of fabric Scissors	
4	Have students practice sewing seams, sewing corners, and backstitching.	Scraps of fabric or Notebook paper Sewing machines and bobbins Thread Scissors	
5	Have students sew their pillows. Use the Instructor's Final Checklist to evaluate each pillow.	Pillows basted in Task Assignment Sheet PA-HE-58 Sewing machines and bobbins Thread Scissors Instructor's Final Checklist	

Instructor's Final Checklist

SEWING A KNIFE-EDGED PILLOW

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In sewing a knife-edged pillow, the student:

	Accomplished	Not Accomplished
1. Stitched along the basting lines	☐	☐
2. Stitched the corners correctly	☐	☐
3. Left one-third of the pillow edge unstitched	☐	☐
4. Backstitched the starting and ending points of the seam	☐	☐
5. Clipped into the seam allowance but did not cut seam line (for round pillow)	☐	☐
6. Notched the seam allowance (for round pillow)	☐	☐

FINISHING A KNIFE-EDGED PILLOW

OBJECTIVE

GIVEN hand-sewing tools, an iron, and the pillow you previously sewed,

FINISH YOUR PILLOW.

THE SEAMS should be pressed; THE FILLING should be inserted smoothly and evenly; THE OPENING should be slipstitched so that the stitches do not show on the upper side and should be secure so that the filling stays inside, but the fabric does not pucker.

ATTITUDES AND VALUES TO DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will take care in putting finishing touches to items they make in order to achieve a professional look.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. FINISHING A PILLOW	1
II. CHOOSING HAND-SEWING NEEDLES	3
Instructor's Final Checklist	
FINISHING A KNIFE-EDGED PILLOW	7

CHECK-OUT ACTIVITIES

Your instructor will provide an iron, polyester fiberfill, needle and thread.

Finish your pillow.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the steps in finishing a pillow.	Instruction Sheet I	
2	Display a finished pillow, or have students bring a pillow for display. Have students examine the pillow(s). Call attention to the points listed in Instruction Sheet I.	A finished pillow	
3	Have students read Instruction Sheet II. Discuss the information presented.	Instruction Sheet II	
4	Prepare a display of hand-sewing needles. Have each student choose the needle that is suitable for his/her pillow. Let students refer to Instruction Sheet II in determining which needle is appropriate. Check to see that students have selected the proper needle.	A display of hand-sewing needles.	
5	Demonstrate the following: 1. Filling the pillow cover with polyster fiberfill. 2. Preparing the opening for sewing together. 3. Using the slipstitch to close the opening.	Pillow cover Polyester fiberfill Pins Needle Thread	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Let students practice slip-stitching on scraps of fabric.	Scraps of fabric Needles and thread	
7	Have students finish their pillows by pressing the seams, inserting polyester fiberfill, and closing the opening. Use the Instructor's Final Checklist to evaluate each pillow.	Pillow covers sewed in Task Assignment Sheet PA-HE-59. Polyester fiberfill Pins Thread Needles students choose in Learning Activity 4 Instructor's Final Checklist	

Instructor's Final Checklist

FINISHING A KNIFE-EDGED PILLOW

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In finishing a pillow, the student:

	Accomplished	Not Accomplished
1. Pressed the seam	☐	☐
2. Inserted the filling smoothly and evenly	☐	☐
3. Slipstitched the opening so that the stitches do not show on the upper side	☐	☐
4. Slipstitched the opening securely so that the filling stays inside, and the fabric does not pucker	☐	☐

APPENDIX

PRACTICAL ARTS VIDEOTAPES

These videotapes are available through the Kentucky Department of Education, Division of Materials and Curriculum, 19th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601; Telephone: (502) 564-2000.

Agribusiness, Natural Resources and Environmental Occupations

"Coal: Kentucky's Ace in the Hole": 1/2 inch color cartridge; 23 minutes; some on 1/2 inch reel-to-reel; 2 copies on 3/4 inch cassette. Describes types of occupations available in the coal industry and discusses useful coal by-products.

"Wildlife": 3/4 inch color cassette; 25 minutes. Explains the role of wildlife in conservation.

"Energy Careers": 1/2 inch color cartridge; 15 minutes; some on 1/2 inch reel-to-reel; 2 copies on 3/4 inch cassette. Explores careers in the alternative energy areas of solar energy, wind, and coal liquification.

"Agribusiness": 3/4 inch color cassette; 18 minutes. Deals with careers in agriculture and other farm-related careers.

Business and Office Occupations

"The Secretary": 3/4 inch cassette; 18 minutes. Identifies various careers available in the secretarial field.

Communications and Media Occupations

"One Moment, Please": 1/2 inch color cartridge (2 cartridges available); 18 minutes. Explores occupations, ranging from camera operator to producer, available in radio and television production and necessary qualifications.

"Number, Please": 3/4 inch color cassette; 18 minutes. Discusses careers available in the telephone industry and shows on-the-job interviews for jobs in the industry.

"Roll the Presses": 3/4 inch cassette; 19 minutes, 20 seconds. Gives overview of careers needed to produce a newspaper.

Construction Occupations

"Construction Careers": 1/2 inch color cartridge; 20 minutes; some on 1/2 inch reel-to-reel; 2 copies on 3/4 inch cassette. Explores types of occupations, including carpenters, electricians, and plumbers, in construction careers and necessary skills needed for these careers.

Home Economics Occupations

"Gainful Home Economics": 3/4 inch color cassette; 20 minutes, 45 seconds. Describes occupations related to home economics in which people are gainfully employed.

Health Occupations

"RX Good Health": 1/2 inch color cartridge; 23 minutes, 2 copies on 3/4 inch color cassette. Explores health careers, such as medical secretary, laboratory technician, and physical therapist, in addition to doctor and nurse.

Hospitality and Recreation Occupations

"Hospitality Unlimited": 1/2 inch cartridge tape; 16 minutes; color; also on 1/2 inch reel-to-reel; 2 copies on 3/4 inch cassette. Indentifies careers in the restaurant industry and hotel/motel management.

Manufacturing Occupations

"Down the Assembly Line": 3/4 inch cassette; 18 minutes. Depicts production line workers on the job; introduces students to the division of labor system whereby each worker becomes skilled in a single operation.

Orientation to the World of Work

"The Rest of Your Life": 3/4 inch cassette; 30 minutes. Introduces students to step-by-step procedures necessary in seeking employment.

Personal Service Occupations

"Barbering and Cosmetology": 3/4 inch cassette; ? minutes. Explores careers available in these two areas.

Public Service Occupations

"Dear John" Mail: 1/2 inch color cartridge; 20 minutes; 2 copies on 3/4 inch color cassette. Explores the types of postal careers and available postal facilities.

"Law Enforcement": 3/4 inch color cassette; 25 minutes. Presents occupations available in law enforcement careers, ranging from policeman to radio operator, and their functions; also identifies necessary qualifications for entering the occupations.

"The Military": 3/4 inch cassette; 17 minutes, 30 seconds. Gives students an overview of various careers associated with the military.

Transportation Occupations

"Tracking A Trucker": 1/2 inch cartridge tape; 22 minutes; color; some on 1/2 inch reel-to-reel; 2 copies on 3/4 inch cassette. Explores occupations needed to support the trucking industry from mechanic to driver.

"The People of the Airlines": 3/4 inch cassette; 22 minutes. Shows people on the job at the airport and on the airplane.

REFERENCES APPROPRIATE FOR CAREER EXPLORATION

Documents

Exploring Careers, 1979
Bulletin 2001
Bureau of Labor Statistics
1371 Peachtree Street, N.E.
Atlanta, GA 30309
Telephone: (404) 881-4418

Occupational Outlook Handbook
Bulletin 1955
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
(Cloth Cover) Stock No. 029-001-02067-8
(Paper Cover) Stock No. 029-001-02059-7

Dictionary of Occupational Titles
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Stock No. 029-013-00079-9

Sources of Information

Practical Arts Unit
Bureau of Vocational Education
21st Floor
Capital Plaza Tower
Frankfort, KY 40601
Telephone: (502) 564-3472

Gregg/McGraw-Hill
Webster Division
1221 Avenue of the Americas
New York, NY 10020

McKnight Publishing Company
Bloomington, IL 61701

New Jersey Vocational Technical
Curriculum Laboratory
Rutgers University
4103 Kilmer Campus
New Brunswick, NJ 08903

Ohio Department of Education
Division of Vocational Education
Career Development Service
Columbus, OH 43215

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Xerox Educational Publications
P.O. Box 16629
Columbus, OH 43216

HIGH SCHOOL COURSES BENEFICIAL FOR
HOME ECONOMICS CAREERS

High school courses that would be beneficial to students interested in choosing a career in home economics are:

CONSUMER AND HOMEMAKING

Comprehensive Home Economics or Adult Living
Child Care and Guidance
Clothing Construction
Consumer Education
Food Preparation and Management
Foods for Special Occasions
Housing and Home Furnishings
Parenthood Education
Personal Marriage and Family Relations

Psychology
Sociology
Art
Music Appreciation
Math
Speech
Chemistry
Typing

CHILD CARE

Child Care Services I, II (gainful)
Child Care and Guidance
Parenthood Education

Psychology
Art
Chorus

CLOTHING AND TEXTILES

Clothing Services (gainful)
Consumer Education
Clothing Construction
Housing and Home Furnishings

Art
Drafting
Fashion Merchandising
Recordkeeping

FOODS AND NUTRITION

Commerical Foods I, II (gainful)
Consumer Education
Food Preparation and Management
Foods for Special Occasions

Math
Recordkeeping or Accounting
Chemistry

HOME AND COMMUNITY SERVICE

Home and Community Services (gainful)
Comprehensive Home Economics
Consumer Education

HOUSING AND HOME FURNISHINGS

Home Furnishings (gainful)
Housing and Home Furnishings
Clothing Construction
Consumer Education

Math
Drafting
Industrial Arts Woods
Industrial Arts Graphic Arts
Industrial Arts Crafts
Recordkeeping

ADDRESSING STUDENTS WITH SPECIAL NEEDS

Identifying Students with Special Needs

Generally speaking, those students who cannot succeed in the regular school programs without special help are termed "students with special needs" (Vocational Educational Act of 1963 and Amendments). Persons most likely to be identified as students with special needs are the academically and economically disadvantaged and the handicapped--the mentally retarded, deaf and hard of hearing, speech impaired, emotionally disturbed, orthopedically (physically) impaired, health impaired, and learning disabled.

The handicapped are further identified as those (1) with a physical or mental disability that substantially impairs one or more major life activity--walking, seeing, hearing, speaking, working, or learning; (2) who have a record or history of such impairment or condition; and (3) are regarded as having an impairment (Rehabilitation Act of 1973). Women, minorities, the limited English speaking, and others likely to be underemployed or striving for equal opportunity in employment, when meeting the criteria for academic or economic deprivation, are specifically identified in the disadvantaged group to be given special help.

Formulating a Basic Approach to Teaching

Society recognizes the right of every individual to an appropriate education, and the law mandates giving persons with special needs an equal chance. In brief:

1. The Vocational Education Amendments of 1976 give special emphasis to developing and providing programs of vocational education for "those with special educational handicaps" and reserves moneys to do so.
2. The Education for All Handicapped Children Act of 1975 assures that all handicapped children between the ages of three to twenty-one have available to them a free, appropriate public education which relates to their unique needs and is provided in the least restrictive environment.
3. The Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance and directs employers to take affirmative action in hiring handicapped people.
4. The Education Amendments of 1972 prohibit discrimination on the basis of sex in education programs receiving or benefiting from federal financial assistance.
5. The Civil Rights Act of 1964 prohibits discrimination in employment on the basis of sex, race, color, religion, or national origin in any program or activity receiving federal financial assistance--including training for employment.

We must, then, provide equal opportunity to learn in our instructional processes.

Basically, an approach to teaching which recognizes individual differences in all students provides the best atmosphere for disadvantaged and handicapped students. This approach allows students to work at different rates; involves large-group, small-group, and individual instruction; incorporates a variety of instructional materials, media, and teaching techniques; and involves a variety of learning activities--reading, doing, discussing, listening, viewing, experiencing, sharing, cooperating, relating, using the senses, etc. It gives disadvantaged and handicapped students the dignity of exploring, learning, and facing the same experiences and responsibilities as other students, without limiting their possibilities by stereotyped concepts of what they can or cannot do.

It involves being organized, with students completely familiar with the teaching/learning plan. When beginning a CBVE class, for example, explain what learning to attain competencies means, how the students will carry out their work, how to use the modules, where to find materials, how and when tests will be given, how "passing" or competency is determined, and what your role as a teacher is.

It also means teacher direction for those students who are not self-directed learners--those with poor academic backgrounds who thrive on teacher interaction and need immediate feedback, instruction simplified, procedures modified, social development as well as specific job skills, role models, or other special aid. For these students, the learning activites described in the modules may become the teacher's lesson plan and utilized in large-group and small-group settings before the individual student attempts doing learning activities alone. The teacher-directed class might proceed as follows: teacher introduction to tasks to be performed by module or cluster of modules, explanation of what is to be learned and why, presentation of information in small chunks, demonstration of how, student tryout and practice, time for questions and answers, trial test followed by reteaching, and evaluation. The teacher will employ a variety of strategies to address the learning needs and styles of the student.

Using Special Strategies

In order to determine the most appropriate teaching strategies, assess the class for kinds of special help required, and develop a plan for meeting any unique needs. Refer to Mainstreaming Guidebook for Vocational Educators by Dahl, Appleby, and Lipe, Olympus Publishing Company, Salt Lake City, Utah 84105 for modifications and general classroom strategies for meeting the unique needs of the different handicapped populations.

Also, enlist the advice and help of employers, support personnel, and agencies and organizations serving disadvantaged and handicapped populations in your school system and geographic area.

Redirecting Teaching Strategies Usually Used

Many of the strategies usually used with regular students may be redirected or modified and also provide effective learning activities for students with special needs. An explanation of how this may be done follows.

> AUDIO-VISUALS (films, filmstrips, slide/tape, video-tapes, and ETV and commercial television programs). The combination of sight and sound provides more effective communication than either sight or sound alone. Audio-visuals may be used to supplement or replace other methods of presenting information. The hearing impaired will require captioning, signing, or a printed script written at the appropriate reading level or presenting only essential details. The visually impaired may glean information from the sound source, but additional explanation will need to be provided for any visual display of information which is not explained

adequately by the narration. Some audio-visual presentations, particularly 8 mm and 16 mm films, may move too fast for the information to be grasped and need to be evaluated with this in mind.

CONTACT WITH WORK ENVIRONMENT. Handicapping conditions, limited finances, geographic isolation, cultural difference, limited communication skills, and social isolation have caused disadvantaged and handicapped persons to have little contact with the world of work. Familiarity with the work setting in which a particular job takes place, relationships with other workers, business use of the telephone, relationship of one's job to other jobs in the same business are just a few examples of areas where special students may require special exposure by means of field trips, spending a day on the job, viewing films, or having additional training sessions.

NOTE: For those with physical impairments, field trips, on-site job observations, and work experience opportunities will be limited to "accessible" businesses in the community. Before deciding where to go, determine whether the facilities are accessible.

DEMONSTRATION AND TRYOUT. Demonstration by teacher, experienced workers, and previously trained students provide reliable role models for learners. Steps, procedures, precautions, physical manipulation, and techniques are imprinted visually in the order and at the time they should occur in task performance. Immediate tryout of the task following the demonstration or an immediate attempt of each step, technique, or procedure as it is demonstrated provides students direct involvement, permits correction and clarification, and promotes retention. Tryout also identifies areas in performance steps, techniques, tools, and work environment where handicapped students need to have modification in order to perform tasks and meet industry standards.

ELIMINATION OF STEREOTYPING. Disadvantaged and handicapped people face more than the sex role stereotyping myths in their quest for employment. The following are just a few examples: "Deaf people are dumb." "The best job for blind people is tuning pianos." "He'll never be able to do that; he's a cripple." "Mr _____ was no good; so will be his son." "She can never do that; her parents didn't go to college." In addition to overcoming the unfounded assumptions of others, disadvantaged and handicapped often have equal misconceptions about themselves, thinking: "I can never do that." "_____, who is deaf does assembly line work; that's what I'll do, too." "I'll never be anybody."

Overcoming stereotyping may begin with using sex fair instructional materials and media, exploring interests and abilities, exploring two or three nontraditional jobs, or complimenting accomplishments. It may include planning how to reach an educational goal, providing role models (person with like handicap or socioeconomic background who has succeeded), as well as observing persons in nontraditional work roles. It means doing whatever raises aspirations and increases self-worth.

HANDS-ON EXPERIENCES; PROBLEM SOLVING; PERSONAL INVOLVEMENT (work samples, tryout exercises, games, role playing). Being involved in a sample of work through completing a product or service, performing related paper work, or role playing interpersonal relationships on the job keeps students interested, holds attention to the learning tasks, and injects the realities of working and job performance in the teaching/learning situation. It makes the student feel that the instruction is practical and valuable.

The instructor and other students should avoid taking over when handicapped students are awkward or slow in completing a task. The student cannot master the skill if someone else does it.

ILLUSTRATIONS (pictures, graphs, bulletin boards, transparencies, and other visuals). The disadvantaged, the mentally retarded, and the hearing impaired, particularly, are especially oriented to visual methods of learning. Other students, with the exception of the blind and some visually impaired, will appreciate visual presentation of information to be learned. Student handouts, with the steps to a task illustrated and briefly and simply explained, are especially helpful. Captioning and brief explanations are important supplements. Many illustrations may be adapted for the visually impaired by making them tactile (so that they can be felt). Sometimes enlarged print and bold outlines help.

INTERACTION; INDEPENDENCE. Economic deprivation, geographic isolation, cultural isolation, and restrictions on mobility and social relationships imposed by physical impairments have limited the experiences of the disadvantaged and the handicapped in the community at large. Many have little observation of the world of work and limited social experiences. They have been sheltered at home, absent from the scene, at best onlookers.

So that they will not continue in this role, experiences in the community and involvement with nonhandicapped people and other students are of utmost importance. These students, as well as their families and the community, need proof that they can function independently and competently.

Field trips, worker interviews, and spending a day on the job, are, therefore, important to the acclimation of disadvantaged and handicapped students to the world of work. Participating in team work projects with other students; pairing with a slower or faster learning peer; pairing with a nonhandicapped, a nondisadvantaged, or person from another race or culture will help foster understanding and promote learning communication skills.

LISTENING (explaining, discussing, reacting orally). Learning by listening is an important tool to the disadvantaged, the visually impaired, speech impaired, learning disabled, and others who "prefer to be told" or "have to be told" rather than read about it.

The visually impaired require identification of familiar sounds to determine location of different work areas, equipment functions, and hazards. The hearing impaired require sight substitutions, such as indicator lights, for critical sounds they cannot hear. They may use lip reading, interpreting, and sound conduction or amplification devices. The retarded need to become accustomed to the sounds so that they can work without being distracted. The speech impaired need to be accorded the right to listen although they may have trouble participating, or not be able to participate orally.

When information is presented for listening, instruction in how to listen (what to listen for) is important. An outline of the information presented, supplemented by visuals, tryout exercises, showing, completion of a guidesheet, questions to be answered, analysis of cases or problem situations, or other application activities will enhance use and retention of information heard.

READING HELPS. The instruction given in reading will depend on the reading skills possessed by the student and the reading requirements of the task assignment sheets. Whether or not a supplemental class in remedial reading is offered, the instructor will find providing reading helps also helps the student with other skills.

Vocabulary development exercises and use of names and terms in demonstrations will help students learn the language of work. Showing students how reading materials are organized and how to locate important information will help students read at the level required. Other strategies may be directed to helping those who have difficulty utilizing reading as a learning tool. Different types of printed information may be provided: alternate texts at different reading levels, manuals, leaflets, etc. Essential printed information too difficult to read may be taped.

Braille materials, large print textbooks, magnifying devices, and recordings may be provided for the visually impaired. Materials may be simplified or outlined for the hearing impaired and others with limited language skills. The native language may be supplied above the English for critical information in textbooks used by the limited English-speaking. Familiarity with the setting in which the printed information is applied may be given via field trips, demonstrations, or films to make reading easier and more meaningful.

Students with exceptional reading problems may require the help of a special reading teacher or be enrolled in a remedial reading program.

RECORDING AND RECORDINGS (tapes, records, radio programs). Information may be presented and gained by listening to recorded information rather than reading. This strategy will aid the nonreader, the poor reader, the visually impaired, the learning disabled, and others through use as a variation of teaching technique. Recording is also a useful tool for the deaf in notetaking; the recorded script may be transcribed into print later by a hearing individual. It will also provide instruction for those who have missed initial classroom presentation of information or who need review. Recordings may be supplemented by slides and pictures.

RELATED MATH. Competency in math, like competency in reading, is more critical to some tasks than to others. Math is best taught in relation to the task of which it is a part. Enough practice and application exercises should be provided to insure retention of the math operations involved.

SAFETY. The Occupational Health and Safety Act has increased concern for safety and underscored the importance of providing safety instruction along with task performance. It is especially important for the handicapped in two ways: (1) to overcome concern about the handicapped person's ability to take care of her/himself and not endanger the lives of others; (2) to avoid hazards created by the handicapping condition.

To meet these needs for safety instruction, the handicapped student not only needs the basic or general safety instruction related to the occupation but safety instruction or special safety provisions needed for a person with his/her particular handicap--a flashing light to indicate an engine is running for a deaf person, for example.

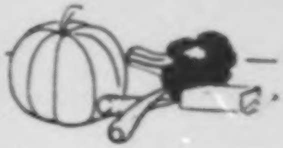
NOTE: Check with the Department of Labor in your state for special training programs provided for vocational instructors.

UNIQUE MODIFICATIONS (modified equipment, tools, learning aids, adaptations in course content). When considering modification, it is important to concentrate on what the student can to. If at all possible, enable the student to function in the work environment as it is.

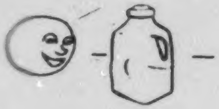
Rehabilitation centers; organizations and schools for the blind, deaf, dysletic, disabled, and the mentally handicapped; and publishers and manufacturers of special instructional materials, aids, and equipment can offer aid in meeting unique needs. Consultation with special education personnel and rehabilitation counselors is a good starting point. The student should also be asked to make suggestions.

The previously described list of strategies is not exhaustive. Others may be added. All will need to be directed toward the students enrolled, the availability of instructional materials, and the community. It is also important to remember that what works well for one group of students or a particular student will not necessarily work well for another.

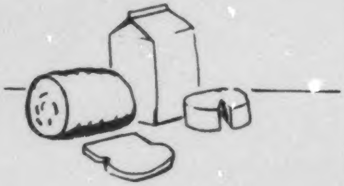
VISUAL AIDS



VITAMIN A



VITAMIN D



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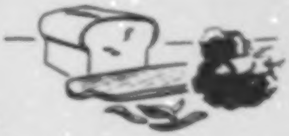

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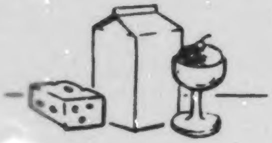

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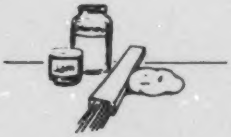

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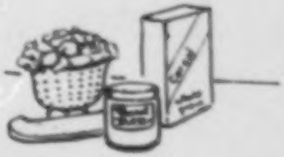

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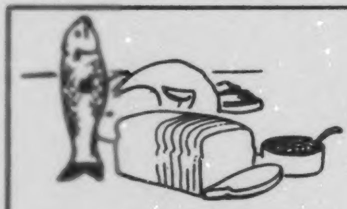
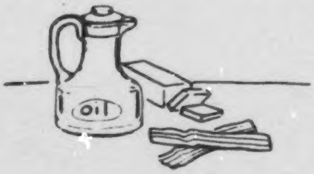
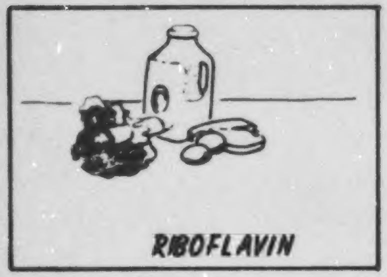
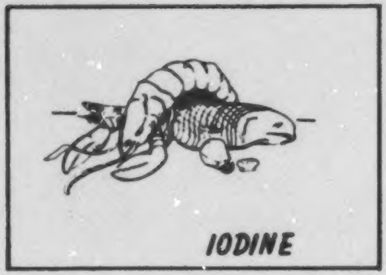


IRON



FATS


RIBOFLAVIN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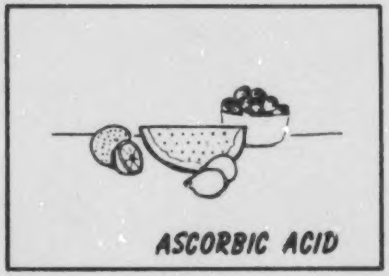
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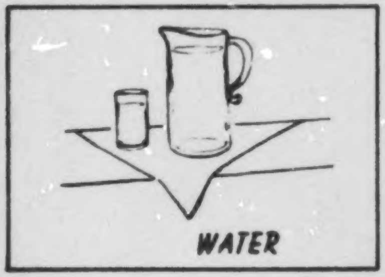
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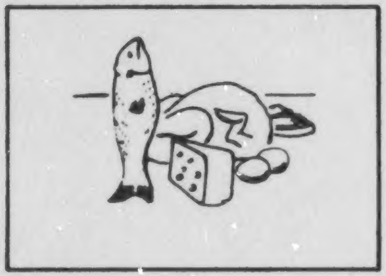
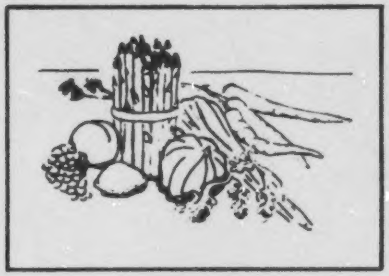
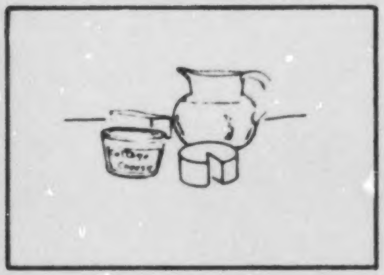
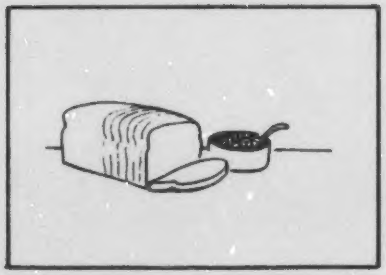
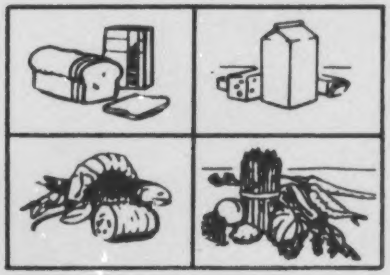
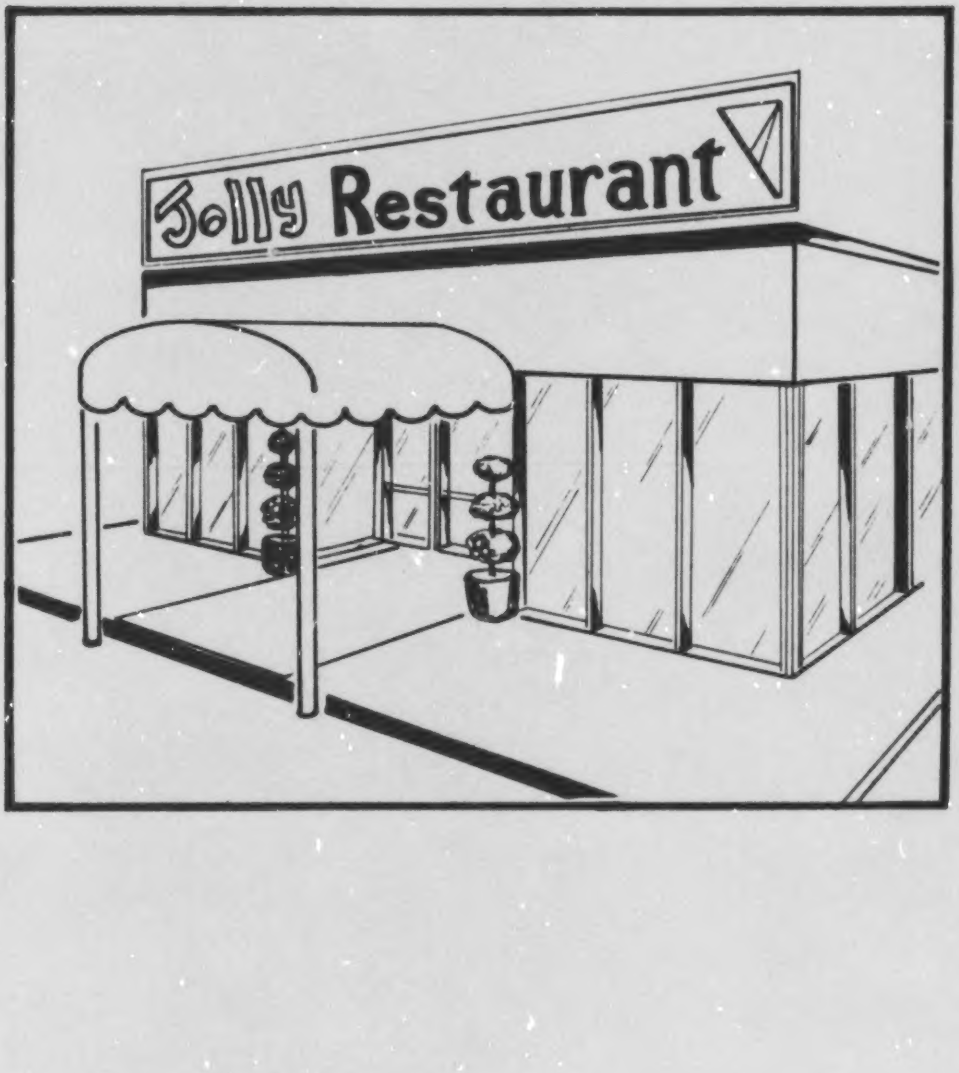


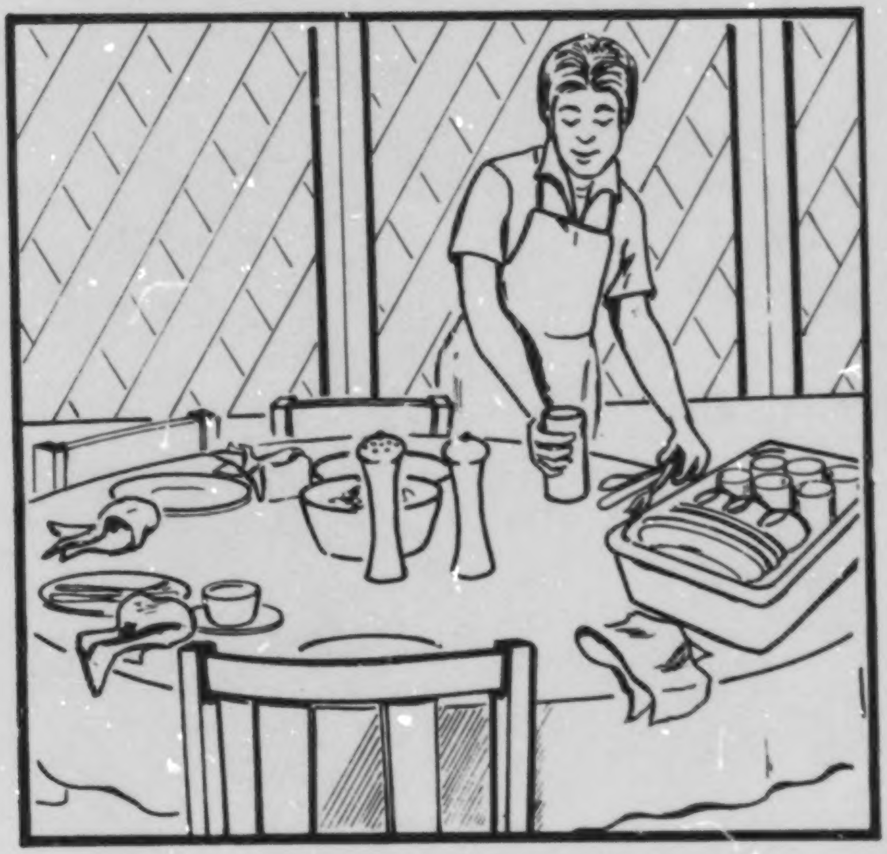


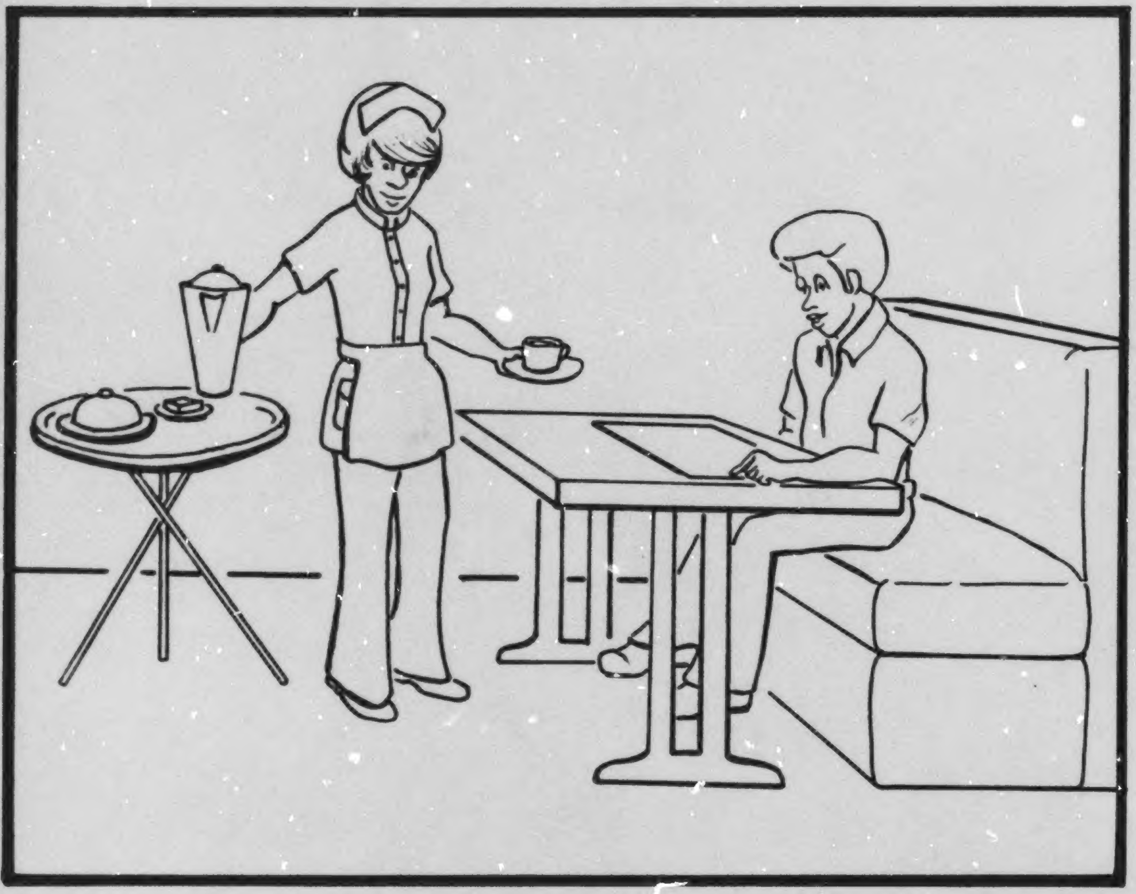

Cottage Cheese

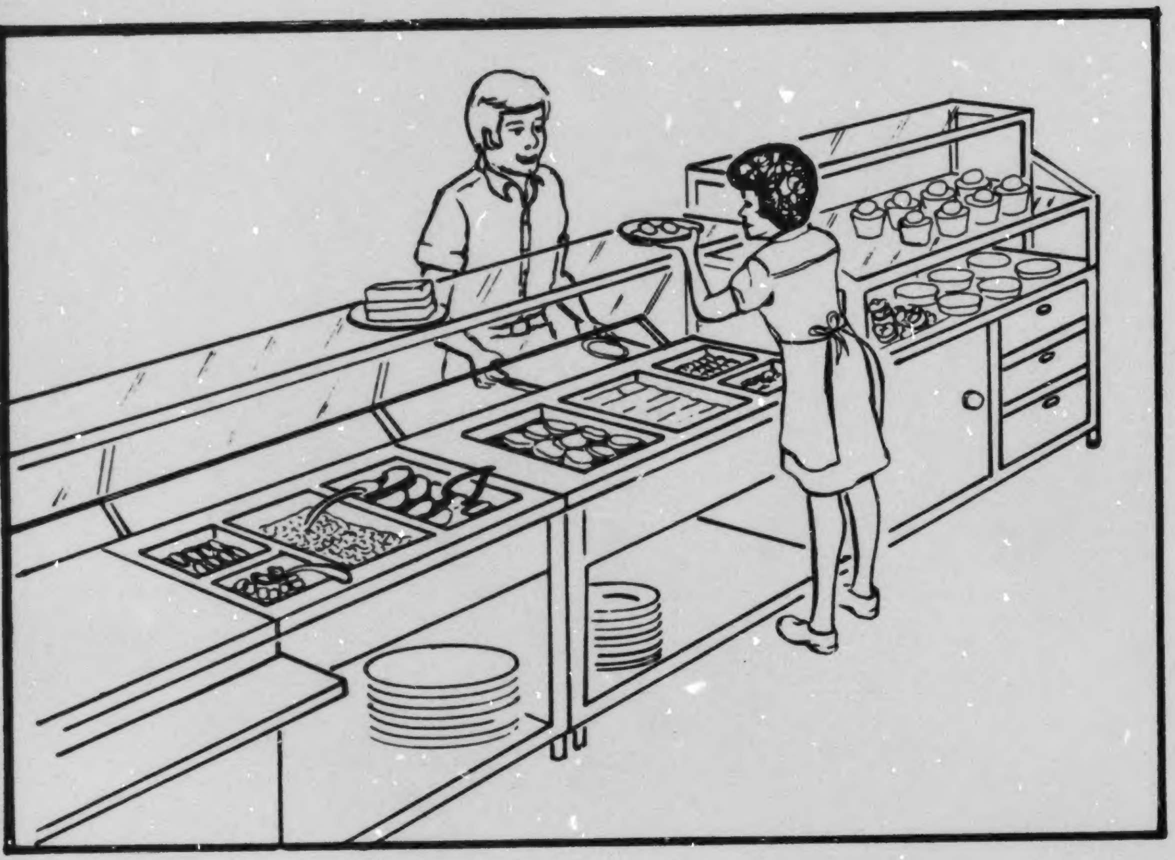





Jolly Restaurant







PRACTICAL ARTS

HOME ECONOMICS OCCUPATIONS

MODULES 1-60

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: OBSERVING FAMILY TRADITIONS*

INTRODUCTION

Traditions are a very important part of home life for most families. Special practices, customs, or beliefs that are repeated year after year and from generation to generation become a part of family tradition. The homemaker works to make these occasions to which the family looks forward. In this task assignment sheet, you will learn how to plan for a specific holiday or family event.

OBJECTIVE(S)

GIVEN two worksheets,

PLAN A TRADITIONAL FAMILY CELEBRATION.

ALL ITEMS ON THE WORKSHEETS should be completed.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, FAMILY TRADITIONS.
2. BRAINSTORM various family traditions with a small group. COMPARE how family events are celebrated.
3. STUDY references and FIND plans for holiday occasions. WRITE down ideas for inexpensive decorations, foods to serve, and activities. MAKE a file for the collection. SHARE patterns for decorations, recipes, and ideas for activities with your classmates.
4. ARRANGE wtih your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide two worksheets--"Planning a Family Celebration" and "Schedule of Responsibilities."

Make plans for a traditional family celebration. Turn your worksheets in to your instructor.

---

*Adapted from Homemaker Module HD-59, "Observing Traditions in the Family"

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Instruction Sheet 1

FAMILY TRADITIONS

Family traditions are customs, practices, and beliefs that a family observes and which have a special meaning. A new family may start its own traditions through the years, or it may take on traditions practiced and passed on from previous generations. Family traditions vary from country to country and family to family. Special traditions usually come about by a family repeating activities they enjoy. A family's traditions may be based on a combination of:

--religious beliefs
--special family events such as birthdays and anniversaries
--holidays
--seasons
--daily or weekly routines of living together

Everyday customs are sometimes the ones that mean the most to family members as they grow up. Below are some examples of everyday customs a family might observe:

--Attending church, synagogue, or temple
--Saying "grace" before each meal
--A special way to answer the telephone
--A special family night during the week
--A certain day of the week for a special meal, such as Sunday breakfast or dinner
--Bedtime stories read by a parent or other family member
--Special morning, afternoon, or bedtime greetings
--A certain "wash day" or "clean-up day"

Seasons and holidays play an important part in some families' traditions. The following are examples of these:

--Special activities for cold, snowy winter days, such as popping corn or doing art projects
--Planting flower bulbs indoors for a special early January or February "spring"
--Seasonal activities, such as berry picking or preserving garden vegetables in the summer or having a hickory nut hunt during the fall
--A special "spring break" activity, such as a fishing or camping trip
--Sports events for one or more family members, such as Little League, etc.
--Routine maintainance of home and yard, such as planting flowers, cutting the lawn on Saturday morning, watering flowers daily, raking leaves in the fall
--Special celebrations for family birthdays
--Celebrations for special holidays or religious or cultural events, such as:

New Year's Eve and Day
Valentine's Day
President's Day
St. Patrick's Day
Easter
Mother's Day

Father's Day
Fourth of July
Memorial Day
Labor Day
Halloween
Thanksgiving
Chanukah
Christmas
Passover Observance
Seder

Family traditions may be planned to involve home decorations, costumes, parties, folklore and history, and/or special foods or menus. Traditions may be simple or elaborate, original or historic. The important thing is that families have a bond and closeness that ties them together as a special unit. Children should be encouraged to help prepare for and carry out family traditions. This encourages a sense of belonging; increases knowledge of customs, beliefs, and culture; and provides wholesome entertainment.

Instructor's Final Checklist

OBSERVING FAMILY TRADITIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In planning a family celebration, the student:	Accomplished	Not Accomplished
1. Completed all items on the "Planning a Family Celebration" worksheet	☐	☐
2. Completed all items on the "Schedule of Responsibilities"	☐	☐

Task Assignment Sheet PA-HE-2
Homemaker (General)

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: CLEANING WINDOWS

INTRODUCTION

One of the main purposes of windows in a home is to let in daylight and allow the dweller to look outside. In addition, we expect windows to add to the beauty of our home. In order to fulfill these purposes, the windows must be kept clean. A homemaker can take pride in having windows and mirrors that are sparkling clean. In this task assignment sheet, you will learn how to clean windows properly.

OBJECTIVE(S)

GIVEN a dirty window, water, detergent, cloths, two buckets, cleaner, and newspaper,

CLEAN THE WINDOW.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, CHOOSING WINDOW CLEANING SUPPLIES.
2. MAKE a list of different kinds of window cleaners available. Include special glass cleaning products sold at stores. COMPARE the products and IDENTIFY the most economical ones. DISCUSS your list with the class.
3. READ and DISCUSS Instruction Sheet II, WASHING A WINDOW.
4. COMPLETE Student Self-Check I, CLEANING A WINDOW.
5. PRACTICE washing a window at home or in the classroom.
6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

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CHECK-OUT ACTIVITIES

Your instructor will provide window cleaning supplies.

Clean a window.

Instruction Sheet I*

CHOOSING WINDOW CLEANING SUPPLIES

You don't always need to buy something special to wash glass. Soap or detergent will do a good job. Just add soap or detergent to a pail of warm water and swish up suds.

When you use this sudsy water for washing, you will need another pail filled with warm rinse water. You can add any one of these brighteners to the rinse water:

--30 ml (2 tablespoons) ammonia
--30 ml (2 tablespoons) vinegar
--15 ml (1 tablespoon) kerosene
--125 ml (½ cup) rubbing alcohol
--8 grams (1 tablespoon) borax

You can also wash windows by using a solution of warm water with one of the following: ammonia, vinegar, borax, kerosene, or rubbing alcohol.

You may choose to use a commercial window cleaner. Stores sell many special products to clean windows. Some of these are liquids and some are creams. Every bottle or can tells you the best way to use what is inside.

In addition to cleaners, you need these supplies to wash windows:

--Two buckets (one for wash water and one for rinse water)
--Soft cloths
--Newspaper
--Ladder or sturdy step stool, if necessary

---

*Adapted from Homemaker Module HHF-9, "Cleaning Windows"

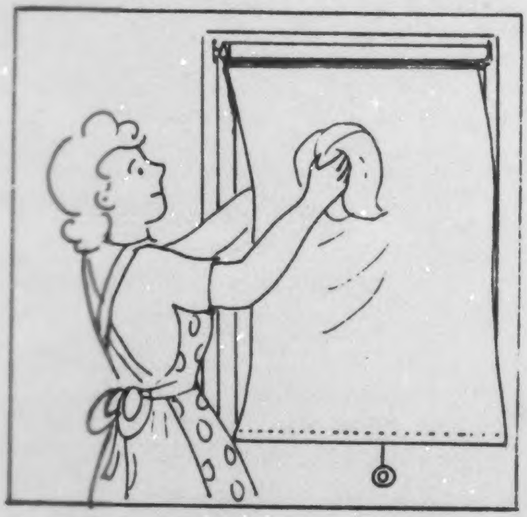
Instruction Sheet II

WASHING A WINDOW

Windows are made to look through and to let light in the room. If windows get dirty, they will not function as they should. It is best to wash the glass just as soon as it begins to look dirty.

Once you have collected the supplies you need, follow this procedure in washing a window.

1. Take down the curtains. Shake out the dust. If the curtains are dirty, wash them.
2. Next, pull down the shades or blinds and dust them on both sides.



3. Roll up the shades and take them down.
4. Dust the window frames and the window sills.
5. Wipe very dirty windows on both sides with a damp cloth. Do not rub dry dirt because this will scratch the glass.
6. Wet a sponge or a soft cloth with the sudsy water or the water mixture. Use this to wash one pane of glass at a time.
7. Next, use a clean damp cloth to rinse that part of the window the same way. Finish up by rubbing the clean glass with a handful of newspaper. This will make the glass dry and shiny.

   Wash windows from one side to the other when you work indoors. Then, wash from the top to the bottom when your work outdoors. If there are streaks, you can tell which side to rub again.

Change the wash water and the rinse water as soon as they become dirty.

Be careful. Never lean out of a window. Never stand on an outside window sill to wash the window. Most windows can be washed by pushing the bottom half up and pushing the top half down so you can reach outside.

You can wash some first floor windows by standing on a ladder outside. Never let a ladder lean against a pane of glass.

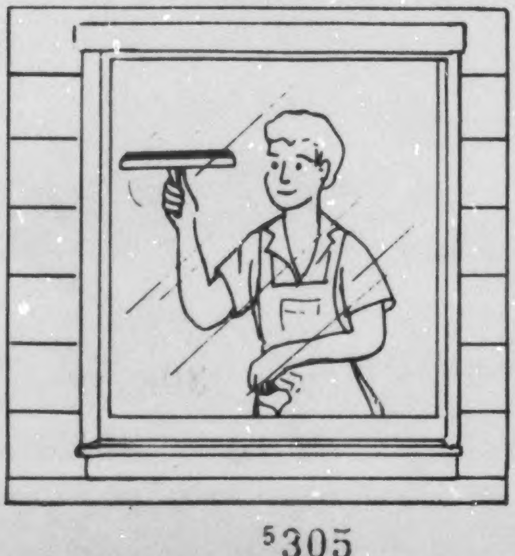
If you wash windows when the weather is freezing cold, use 30 ml (2 tbsps.) of glycerine or alcohol in the wash water and in the rinse water. This helps to keep the glass from steaming up.

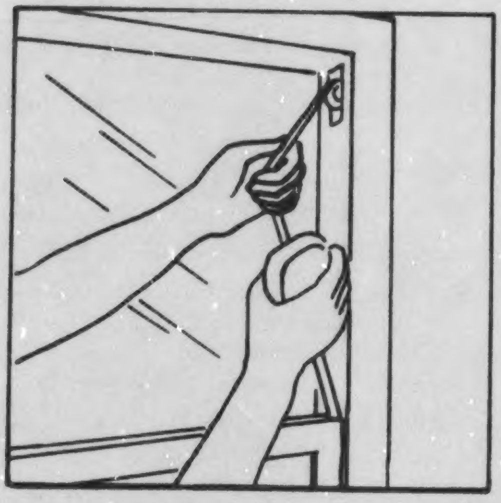
If you use a special window cleaner on glass, use a dry cloth to wipe it off right away. Rub the glass with a clean cloth or with a handful of newspapers to make it shine.

8. Wash, rinse, and dry the window frames and the window sills. Hang the clean curtains and shades or blinds back at the windows.

Special tips

--Wet a small brush in the wash water and use it to clean out the corners of a window frame; or, wrap wet cotton around a toothpick or a match and use this to get into the corners.
--When you use a special window cleaner, do not spill it on the painted frame or woodwork around the window.
--Don't wash windows when the sun shines right on them. The warm sun dries the glass so fast that it will look streaked.
--If you can, use a hose to wet the windows outside before you wash them.
--Use a clean floor mop dipped into the wash water when you wash the outside of a picture window. Rinse the window with water from a hose or dip the mop into a solution of clean water and ammonia. Use this to rinse the window.
--You can wash mirrors and picture glass just as you wash windows. Just hold a blotter or a piece of cardboard against the frame so water can't get inside or on the wall.
--A wiper blade or squeegee is a very good helper to dry glass after it is cleaned. Hold the wiper flat against the glass and scrape it down in a straight line. Dry the wiper off with a cloth after each stroke. Another way to polish clean glass is by rubbing it with a soft chamois.





—For sash-type windows, rub a bar of soap over the window ropes or slides once in a while. This will make the windows go up and down without sticking.

*Adapted from Homemaker Module HHF-9, "Cleaning Windows"

Student Self-Check I

CLEANING A WINDOW

Do not write on this page. Use your own paper to write down the numbers of the statements below which are true. When you finish, check your answers with those at the bottom of the page.

1. Warm water with vinegar added makes a good solution to clean windows.
2. When washing windows in freezing weather, add glycerine or alcohol to the rinse.
3. There is only one kind of window cleaner that will do a good job.
4. Do not rub dry dirt as this will scratch the glass.
5. Never use newspapers when washing windows.
6. Washing windows while the sun is shining on them causes them to streak.
7. You can wash mirrors the same way as windows.
8. A windshield wiper is a good thing to use to speed up cleaning of a window.

ANSWERS:

1, 2, 4, 6, 7, 8

Instructor's Final Checklist

CLEANING WINDOWS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In cleaning a window, the student:

	Accomplished	Not Accomplished
1. Washed glass with warm water	[ ]	[ ]
2. Applied nonabrasive cleaner	[ ]	[ ]
3. Rinsed with clear water	[ ]	[ ]
4. Dried and polished with cloth or newspaper	[ ]	[ ]
5. Assured that glass was free of streaks, stains, grime, water spots, and cleaner residue	[ ]	[ ]

Task Assignment Sheet PA-HE-3
Homemaker (General)

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: SELECTING AND CARING FOR YOUR CLOTHING

INTRODUCTION

The clothes you wear say something about you. What do yours say about you? In this task assignment sheet you will learn about selecting clothing suitable for you and caring for them properly.

OBJECTIVE(S)

(1) GIVEN fashion magazines and catalogs,

SELECT A DRESS-UP OUTFIT suitable for you. THE OUTFIT should be a basic style with colors that complement your natural coloring.

(2) GIVEN a picture of a garment,

IDENTIFY THE REPAIRS AND CARE NEEDED to make the garment suitable for wearing.

AT LEAST FIVE NEEDS should be identified.

LEARNING ACTIVITIES

1. VIEW a film or filmstrip on clothing and personal appearance.

   ____

2. READ Instruction Sheet I, SELECTING YOUR CLOTHING. DISCUSS the information.
3. SELECT pictures of outfits that are suitable for you. Your instructor will provide fashion magazines and catalogs.
4. READ Instruction Sheet II, CARING FOR YOUR CLOTHING. DISCUSS the information.
5. ANALYZE garments for needed care and repairs. Your instructor will provide the garments.
6. ARRANGE to complete this task by going through the CHECK-OUT ACTIVITIES.

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CHECK-OUT ACTIVITIES

(1) Your instructor will provide a supply of fashion magazines and catalogs.

Select and cut out a picture of a dress-up outfit that is suitable for you. Select one that is a basic style with colors that complement your natural coloring.

(2) Your instructor will give you a picture of a garment.

List the repairs and care needed to make it suitable for wearing.

Instruction Sheet I

SELECTING YOUR CLOTHING

The clothes you wear say something about the way you feel about yourself. The color and types of clothing that you select often reflect your personality--bubbly and bright, sporty, reserved, shy, etc. Your clothing choices should be based on several things:

--your needs
--your personality
--your activities
--the climate

Some points to keep in mind when selecting clothes are:

1. Buy and/or make clothes that you can mix and match. This allows you to be able to make several outfits from a few pieces of clothing.

2. Buy clothes that are of a good quality. Check for these things:

   --Seams are well sewn.
   --Fasteners are attached securely.
   --The garment hangs evenly when worn.
   --The garment is free of stains or flaws.

3. Choose basic styles as the basis of your wardrobe. Basic styles can be "dressed up" or dressed down" depending on the occasion.

4. Choose a few basic colors so that you can mix and match. Choose colors that complement your natural coloring.

5. Choose accessories such as belts, necklaces, scarves, etc., that can be worn with several outfits.

6. When buying clothes, be sure to try them on before you purchase them. This will avoid the problems of returning the merchandise or keeping items that you don't really like.

7. Choose clothing that meets your needs. Avoid buying garments that you will not wear very often.

Instruction Sheet II

CARING FOR YOUR CLOTHING

It is important for you to keep your clothing neat, clean, and in good repair. Here are some points that can help you have a pleasing appearance:

1. Check your clothing for cleanliness before wearing. Be sure the garment is free of soil and body odor.
2. Repair any rips, missing buttons, etc.
3. See to it that your outer clothing is neat and free of wrinkles.
4. Change your underwear daily. This will keep you fresh smelling and make you feel better, too.
5. Follow the care instructions on the label of the garment in order to keep your clothes looking their very best.

Instructor's Final Checklist

SELECTING AND CARING FOR YOUR CLOTHING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. The picture of the outfit selected:		
a. Was a basic style	[ ]	[ ]
b. Had colors that complemented the student's natural coloring.	[ ]	[ ]
2. The student listed at least five items of repair and care needed to make the garment suitable for wearing	[ ]	[ ]

Task Assignment Sheet PA-HE-4
Homemaker (General)

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: IDENTIFYING INFORMATION ON FOOD LABELS

INTRODUCTION

Smart food shoppers always read the label on any item they buy. They must do this to see which items are most nutritious and are the best buy. As you go through this task assignment sheet, you will learn how to read food labels.

OBJECTIVE(S)

GIVEN two cans and/or packages of food and a checklist,

IDENTIFY INFORMATION ON THE FOOD LABELS AND COMPLETE THE CHECKLIST.

A CHECKLIST should be completed for each label. The answers on the checklists should match the information on the food labels.

LEARNING ACTIVITIES

1. READ information on food labeling. The instructor will provide a reference.

   ____

2. VIEW audio-visual material on food labeling.

   ____

3. DISCUSS food labeling requirements.
4. COMPARE information on a variety of food labels.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a checklist and a variety of food packages and cans.

CHECK THE LABELS on two of the items and COMPLETE A CHECKLIST for each label.

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Instructor's Final Checklist

IDENTIFYING INFORMATION ON FOOD LABELS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In identifying information on two food labels, the student:

	Accomplished	Not Accomplished
1. Completed a checklist for each label.	[ ]	[ ]
2. Recorded the correct information for each label.	[ ]	[ ]

Task Assignment Sheet PA-HE-5
Homemaker (General)

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: IDENTIFYING KITCHEN HAZARDS

INTRODUCTION

More accidents occur in the home than at any other place. Safety in the kitchen is particularly important to a family. You will learn about kitchen hazards in this task assignment sheet.

OBJECTIVE(S)

GIVEN a picture of a kitchen,

IDENTIFY THE HAZARDS.

AT LEAST FIFTEEN hazards should be identified.

LEARNING ACTIVITIES

1. READ about safety in the kitchen. Your instructor will provide a reference.

   ____

2. DISCUSS dangerous items and areas in the kitchen.
3. PARTICIPATE in a Hazard Hunt, and/or play a game about safety in the kitchen. Your instructor will give you information about this activity.
4. MAKE a poster to illustrate kitchen safety rules.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will give you a picture of a kitchen with a number of hazards.

LIST AT LEAST FIFTEEN OF THE HAZARDS.

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Instructor's Final Checklist

IDENTIFYING KITCHEN HAZARDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In reviewing the picture of a hazardous kitchen, the student identified at least fifteen of the following hazards:

		Accomplished	Not Accomplished
1.	Knife on counter	[ ]	[ ]
2.	Oven drawer open	[ ]	[ ]
3.	Electric cord in sink	[ ]	[ ]
4.	Milk spoiling	[ ]	[ ]
5.	Poisons near food under sink	[ ]	[ ]
6.	Poisons near food on counter	[ ]	[ ]
7.	Poisons near food in cabinet	[ ]	[ ]
8.	Puddle on floor	[ ]	[ ]
9.	Mop out on floor	[ ]	[ ]
10.	Aerosol can on stove	[ ]	[ ]
11.	Towel on hot oven door	[ ]	[ ]
12.	Frayed lamp cord	[ ]	[ ]
13.	Matches open and out	[ ]	[ ]
14.	Shoes on floor	[ ]	[ ]
15.	Step ladder out	[ ]	[ ]
16.	Electric cord on stove	[ ]	[ ]
17.	Fish sitting out	[ ]	[ ]
18.	Outlet overload	[ ]	[ ]

Task Assignment Sheet PA-HE-6
Homemaker (General)

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: MEASURING INGREDIENTS

INTRODUCTION

An important and time consuming job in the home is preparing delicious and nutritious food for the family. Other people work with food outside the home. They are called food service workers. All of these people know that having the accurate portions of the ingredients in a dish you prepare is often the difference between success and failure. You will learn the proper way to measure liquid, solid, and dry ingredients in this task assignment sheet.

OBJECTIVE(S)

GIVEN a cookie recipe, necessary ingredients, and measuring equipment,

MEASURE THE INGREDIENTS FOR THE RECIPE.

EACH INGREDIENT must be measured in the amount indicated in the recipe.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, MEASURING SOLID, LIQUID, AND DRY INGREDIENTS.
2. IDENTIFY equipment used for measuring ingredients.
3. WATCH a demonstration on measuring ingredients.
4. PRACTICE measuring solid, liquid, and dry ingredients.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will give you a cookie recipe, the necessary ingredients, and measuring equipment.

MEASURE AT LEAST TWO of the ingredients for the recipe.

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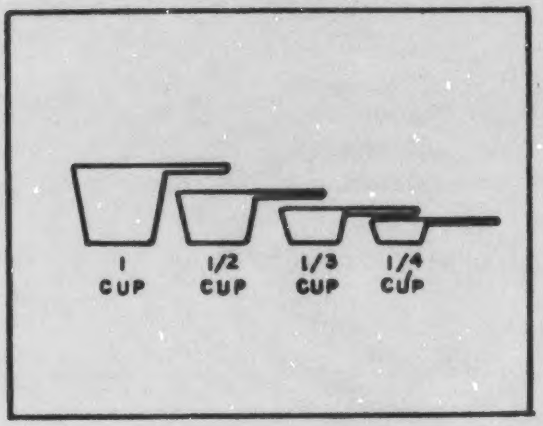
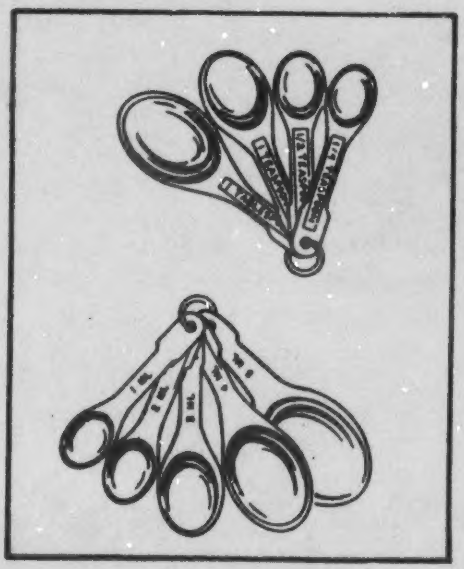
Instruction Sheet I

MEASURING SOLID, LIQUID, AND DRY INGREDIENTS

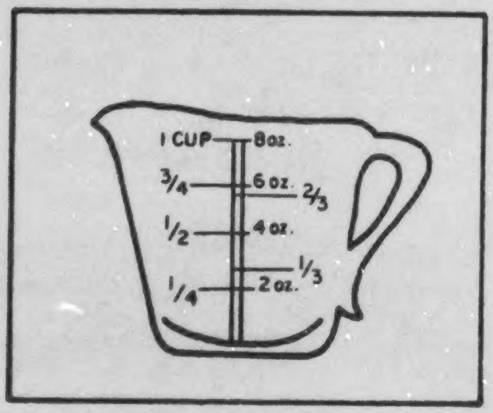
Correct and accurate measuring is necessary for success in cooking. Use the following tips for best results when measuring.

1. Use standard measuring cups and spoons.
2. Use metal or plastic measuring cups and spoons for dry ingredients.

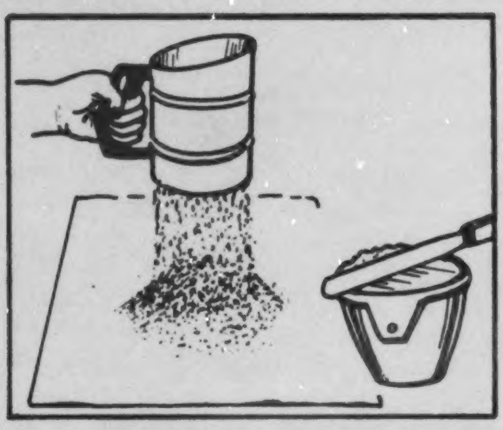

1
CUP
1/2
CUP
1/3
CUP
1/4
CUP



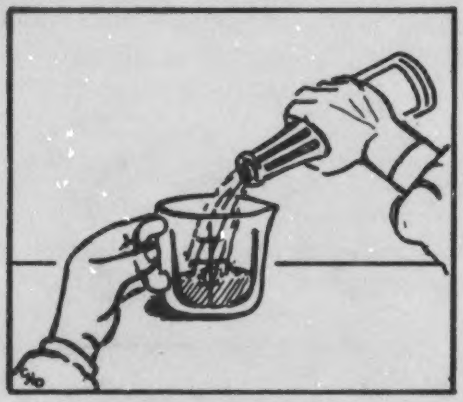
3. Use a glass or plastic measuring cup with a pouring spout when measuring liquids.


1 CUP
8oz.
3/4
6 oz.
2/3
1/2
4 oz.
1/3
1/4
2 oz.

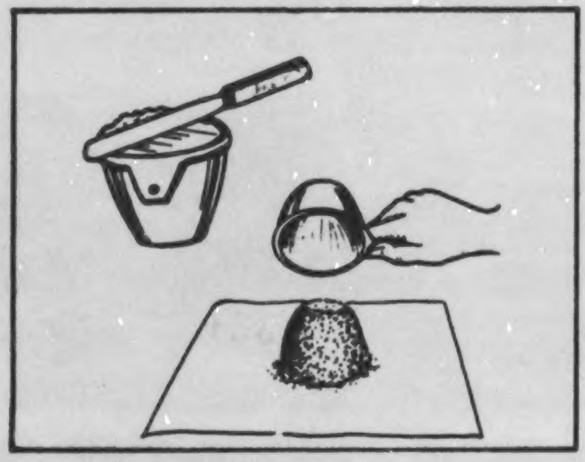
4. To measure dry ingredients which require sifting, such as flour and powdered sugar, sift and then measure. Sift out on waxed paper and then gently spoon into cup. Level off with spatula or knife.



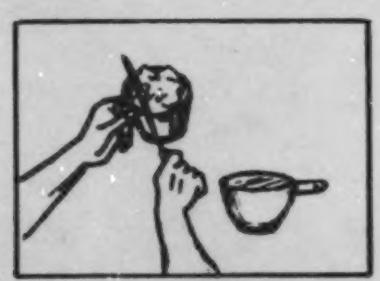
5. To measure liquids, place measuring cup on a flat surface. Check to see if it is correct by looking at it at eye level. Check to see whether the liquid is to the desired measuring mark by looking through the side of the cup at eye level.



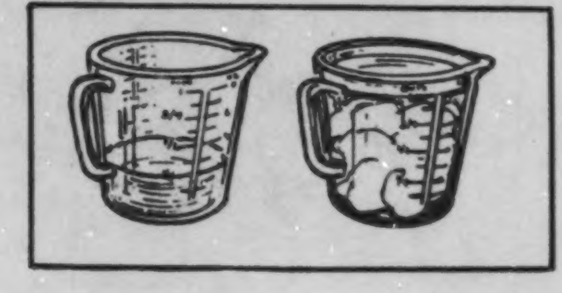
6. To measure ingredients, such as brown sugar, pack them into a cup or spoon. Level off with a knife or spatula.



7. To measure solids, such as shortening, pack into a cup or spoon and level off,



or use the water displacement method. Use a liquid measuring container. Subtract for the amount of shortening you want to measure. For instance, if you need ½ cup shortening, subtract that from 1 cup and you have ½ cup. Fill the cup with ½ cup water. Spoon shortening into the cup and press it below the level of the water. As you put shortening into the cup, the water rises. When the water reaches the 1-cup level, you will have ½ cup shortening. (Be sure to measure the water on a flat surface at eye level.) Pour off the water. Drain well. Spoon out the shortening.



Instructor's Final Checklist

MEASURING INGREDIENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student measured at least two ingredients in the amounts specified in the recipe.	[ ]	[ ]

Task Assignment Sheet PA-HE-7
Homemaker (General)

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: SETTING THE TABLE FOR A SIMPLE MEAL

INTRODUCTION

The homemaker must set the table for family meals everyday. The goal in setting the table is to place dishes, glassware, silver, and napkins in an orderly and convenient arrangement. In this task assignment sheet, you will learn how to do a basic table setting.

OBJECTIVE(S)

GIVEN a menu, placemat or tablecloth, dinnerware, flatware, glassware, napkin, centerpiece, and table,

SET THE TABLE FOR ONE PLACE.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, SETTING THE TABLE. STUDY the diagram for a Basic Table Setting.
2. WATCH your instructor demonstrate how to set a table.
3. DRAW diagrams of table settings for two menus. Your instructor will provide the menus.
4. PRACTICE setting the table using your diagrams in Learning Activity 3.
5. ARRANGE with your instructor to complete this Task Assignment Sheet by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will give you a menu and the necessary supplies for setting a table.

SET THE TABLE FOR ONE PLACE.

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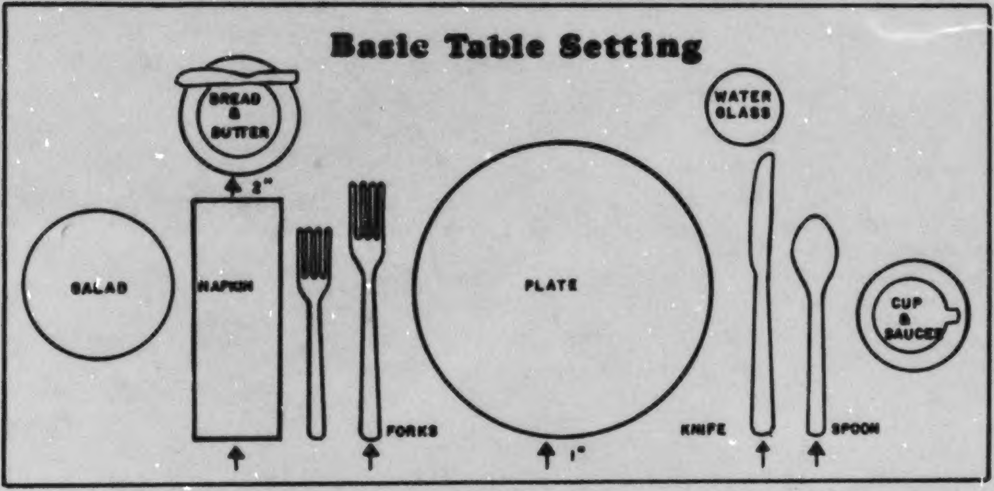
Instruction Sheet I

SETTING THE TABLE

The good homemaker finds real satisfaction in being able to set the table correctly and attractively for each meal. The rules for setting a table are few. They are designed to promote comfort, convenience, and courtesy. When setting a table for a simple meal:



1. Lay the tablecloth or placemat straight on the table.
2. Choose a center of interest. This can be a centerpiece. It should not be so large that it overwhelms the rest of the table. It should not be so small that it seems insignificant. And it should not be so tall that you cannot see across the table.
3. Place the dinner plate in the center of the space alloted for each person about 1" from the edge of the table. Never let it extend over the edge.
4. Place the silver at right angles from the edge of the table. The handles should be 1" from the edge.
    a. Place the knife to the right of the plate with the blade turned toward the plate.
    b. Place the spoon to the right of the knife.
    c. Place the fork to the left of the plate. (If more than one fork is needed, place them in order of use.
5. Place the napkin to the left of the fork, 1" from the edge of the table.
6. Place the water glass near the end of the knife.
7. Place the cup and saucer to the right of the spoon.

8. Place the bread and butter plate near the tines of the fork.
9. Place the salad plate to the left of the bread and butter plate, but closer to the edge of the table.
10. When it is time to serve dessert, remove the used dishes from the table and serve the dessert in the proper dish.

Study the illustration of a place setting. It will help you remember the rules for setting the table.

Instructor's Final Checklist

SETTING THE TABLE FOR A SIMPLE MEAL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In setting the table, the student:

	Accomplished	Not Accomplished
1. Chose a table setting appropriate for the menu	☐	☐
2. Placed the tablecloth/placemat straight on the table	☐	☐
3. Chose/made a centerpiece that was a center of interest	☐	☐
4. Placed the dinner plate about 1" from edge of table in center of space provided	☐	☐
5. Placed silver at right angle with edge of table with handles 1" from edge	☐	☐
a. Knife at right of plate with blade turned toward plate	☐	☐
b. Spoon at right of knife	☐	☐
c. Fork at left of plate	☐	☐
6. Placed napkin at left of fork, 1" from edge of table	☐	☐
7. Placed water glass near the end of knife	☐	☐
8. Placed cup and saucer at right of spoon	☐	☐
9. Placed bread and butter plate near the tines of fork	☐	☐
10. Placed salad plate at left of bread and butter plate, but closer to edge of table	☐	☐
11. Did not include the dessert dish with the setting	☐	☐

Task Assignment Sheet PA-HE-8
Homemaker (General)

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: PACKING A LUNCH

INTRODUCTION

The homemaker is usually in charge of packing lunches for members of the family who take their lunch to school or work. Family outings, such as picnics, also require a packed lunch. In this task assignment sheet, you will learn how to pack a lunch properly.

OBJECTIVE(S)

GIVEN a variety of foods and the necessary supplies,

PACK A LUNCH.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ about packing a lunch. Your instructor will provide references.

   ____

2. DISCUSS kinds of foods and beverages that are suitable for packing.
3. WATCH your instructor demonstrate how to package foods for the lunch box.
4. PRACTICE wrapping a sandwich.
5. WATCH your instructor demonstrate lunch packing techniques.
6. PRACTICE packing a lunch.
7. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

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CHECK-OUT ACTIVITIES

Your instructor will provide a variety of foods and the supplies to use for packing a lunch.

Choose foods suitable for packing, prepare them for packing, and pack them in a lunchbox or paper bag.

Instructor's Final Checklist

PACKING A LUNCH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In the packed lunch, the

	Accomplished	Not Accomplished
1. Foods were suitable for packing	[ ]	[ ]
2. Foods were perfectly sealed	[ ]	[ ]
3. Foods were arranged so that they were intact	[ ]	[ ]
4. The necessary paper products (napkin, cups, plates, etc.) were included	[ ]	[ ]
5. The necessary plastic products (fork, spoon, knife, etc.) were included	[ ]	[ ]

Task Assignment Sheet PA-HE-9
Homemaker (General)

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: SEWING ON A SEW-THROUGH BUTTON

INTRODUCTION

Making clothes for the family and keeping them in good repair are tasks that many homemakers enjoy. Both of these tasks usually involve sewing on buttons. Some people's jobs often require them to sew on buttons. These jobs may be in clothing stores and shops or in dry cleaning establishments. In this task assignment sheet, you will learn how to sew on a sew-through button with two holes.

OBJECTIVE(S)

GIVEN a piece of fabric, a sew-through button with two holes, a spacer, and sewing supplies,

SEW THE BUTTON TO THE FABRIC.

THE BUTTON should be attached securely without puckering the fabric; the STITCHES should be the proper size for the hole space; the THREAD SHANK should be secured; and the THREAD should be secured to the bottom side of the fabric.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, SEWING ON A SEW-THROUGH BUTTON.
2. DISCUSS the information in Instruction Sheet I.
3. WATCH your instructor demonstrate sewing on a sew-through button.
4. PRACTICE sewing on a sew-through button.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will give you a piece of fabric, a sew-through button with two holes, a spacer, and sewing supplies.

SEW THE BUTTON TO THE FABRIC.

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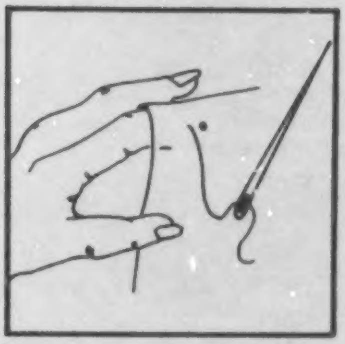
Instruction Sheet I

SEWING ON A SEW-THROUGH BUTTON

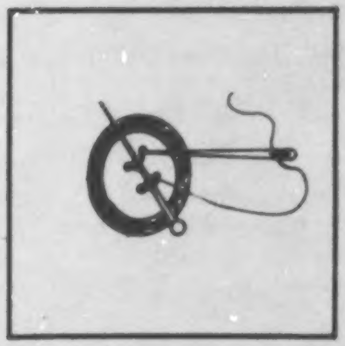
Types of Buttons. Buttons come in two basic types. One is the shank button. It has a shank, or loop, at the back of the button. To sew it to the fabric, you sew through the loop, and the thread is not visible from the front.

The second type of button is the sew-through button. It has two or four holes in the center. To sew it to the fabric, you pass the thread back and forth through the holes.

Sewing on a Sew-Through Button. To sew on a sew-through button by hand, follow these instructions:

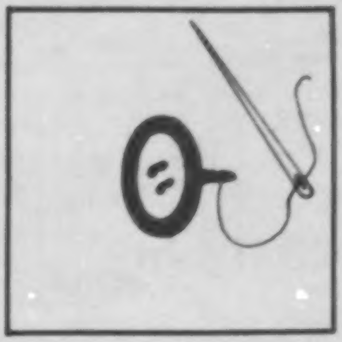


1. Take two or three backstitches on the right side of the fabric where the button is to be placed. Center the button over the marking. Sew up through one hole.



2. Lay a pin, needle, or toothpick on top of the button to use as a spacer. Take the thread over the spacer before inserting the needle into the other hole.

   Sew about six strands of thread through the holes. Too many stitches create an unsightly bunch of thread on the button.



3. Remove the spacer. Pull the button away from the fabric so that the loose threads are between the fabric and the button. (The loose threads form a shank.) Wind the sewing thread around the shank two or three times. This finishes the shank.

4. Take the thread to the wrong side of the fabric. Backstitch in the fabric under the button to fasten the thread.

You should have a neatly sewn button that does not pucker the fabric or pop off under strain.

Instructor's Final Checklist

SEWING ON A SEW-THROUGH BUTTON

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In sewing on the sew-through button, the student:

	Accomplished	Not Accomplished
1. Attached the button securely without puckering the fabric	[ ]	[ ]
2. Made the stitches the proper size for the hole space.	[ ]	[ ]
3. Secured the thread shank	[ ]	[ ]
4. Secured the thread to the bottom side of the fabric	[ ]	[ ]

Task Assignment Sheet PA-HE-10
Homemaker (General)

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: REMOVING SIMPLE STAINS

INTRODUCTION

Keeping a clean and neat appearance is a "must," in most instances, whether at school or at work. Dirty, stained clothing certainly makes a bad impression. Some stains will not just wash out. The homemaker will have to follow special steps to remove simple stains or have a worker in a dry cleaning establishment remove "stubborn" stains. In this task assignment sheet you will learn how to remove simple stains.

OBJECTIVE(S)

USING washable fabric, a product to produce a stain, supplies to remove the stain, and instructor's guidelines,

REMOVE THE STAIN FROM THE FABRIC.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. STUDY Instruction Sheet I, GUIDE FOR REMOVING STAINS.
2. WORK with a small group of your classmates. CHOOSE two products which stain from those listed in the Guide for Removing Stains. OBTAIN the ingredients for making and for removing each stain. STAIN washable fabric with each, and PRACTICE removing the stains.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will give you the guidelines for demonstrating your ability to remove a stain.

Remove the stain following the guidelines.

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Instruction Sheet I

GUIDE FOR REMOVING STAINS

How many times have you stained an article of clothing and thought is was ruined? Or spent money having it commercially cleaned? Chances are you could have removed the stain yourself using simple remedies usually found at home.

Study this "do-it-yourself" guide for removing simple stains from washable fabrics.

GUIDE FOR REMOVING STAINS

Blood & Meat Juices

Soak in cold water and wash. Or make a thick starch paste, spread on, let dry, and wipe off. Repeat process if necessary.

Chewing Gum

Rub spot with ice until it hardens, scrape off with knife, sponge with carbon tetrachloride.

Grass

Rub with cooking oil. Wash in hot water. Wash in lukewarm water. Treat with hydrogen peroxide.

Chocolate

Rinse in cold water and wash. If stain remains, sponge with carbon tetrachloride.

Pencil

Place paper towel under stain. Apply warm glycerine and leave on for 10 minutes. Apply a soap-solution concentrate and a few drops of 10% ammonia water. Loosen stain with brush. Flush with water.

Coffee & Tea

Stretch stained portion over empty bowl. Pour boiling water over stain from height of one to two feet. Sponge with warm water or carbon tetrachloride.

Ink

Place paper towel under stain. Spray with aerosol hair spray, blot off excess ink. Let dry. Repeat if necessary.

Grease

Rub with cooking oil. Wash in hot water. Wash in lukewarm water. Treat with hydrogen peroxide.

Lipstick or Makeup

Rub with petroleum jelly or cooking oil. Wash.

Mustard

Sponge with lemon juice and salt. Dry in sun. Rinse. Sponge with household ammonia and rinse.

Instructor's Final Checklist

REMOVING SIMPLE STAINS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In demonstrating stain removal, the student:

	Accomplished	Not Accomplished
1. Selected a stain.	[ ]	[ ]
2. Obtained the supplies needed to make and remove the stain.	[ ]	[ ]
3. Made two spots of the stain on a piece of washable fabric	[ ]	[ ]
4. Removed all traces of one of the spots.	[ ]	[ ]
5. Demonstrated the before-and-after results	[ ]	[ ]

Task Assignment Sheet PA-HE-11
Homemaker (General)

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: CHANGING A BABY'S DIAPER

INTRODUCTION

Babies must be handled with loving care at all times, even when they are being changed. Homemakers who have children must know how to change a diaper properly. Some people, called child-care workers, make their living by taking care of babies. They know the exact procedure for changing a diaper. In this task assignment sheet, you will learn the proper way to change a baby's diaper.

OBJECTIVE(S)

GIVEN an infant doll and necessary supplies,

CHANGE THE BABY'S DIAPER.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. STUDY Instruction Sheet I, FOLDING A BABY'S DIAPER.
2. IDENTIFY the steps in folding a diaper by completing Student Self-Check I, STEPS IN FOLDING A DIAPER.
3. PRACTICE folding a diaper.
4. READ Instruction Sheet II, CHANGING A BABY'S DIAPER.
5. DISCUSS the steps in changing a baby's diaper.
6. WATCH your instructor demonstrate changing a baby's diaper.
7. PRACTICE changing a baby's diaper.
8. ARRANGE with your instructor to complete this TASK by going through the Check-Out Activities.

CHECK-OUT ACTIVITIES

YOUR INSTRUCTOR will give you an infant doll and the necessary supplies for changing a baby's diaper.

CHANGE THE DIAPER.

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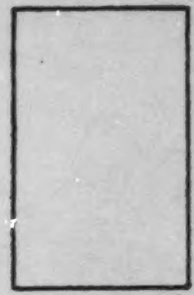
Instruction Sheet 1

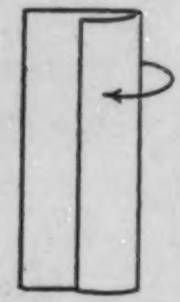
FOLDING A BABY'S DIAPER

There are several ways to fold a cloth diaper. This method for folding diapers is frequently used.

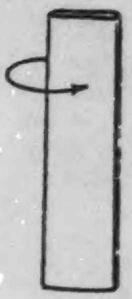
1. Place the diaper on a flat surface with the narrow end toward you.



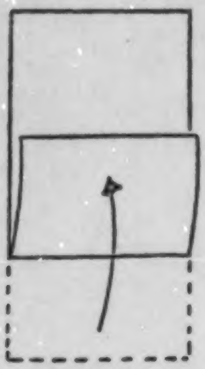
2. Fold the right side of the diaper over to one-third the width of the width of the diaper.



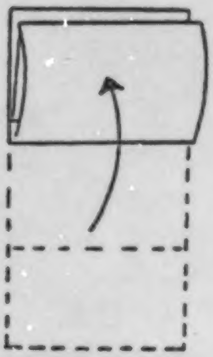
3. Fold the left side to meet the right side of the diaper. You should have three layers of cloth.



4. Fold the edge that is toward you one-third to one-half the length of the diaper depending on the size of the infant.



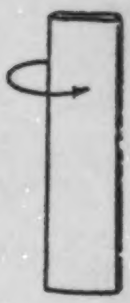
5. Fold the diaper lengthwise once more so that the folded edge is even with the other edge. The diaper is ready to go into the stack of clean diapers until ready to use.



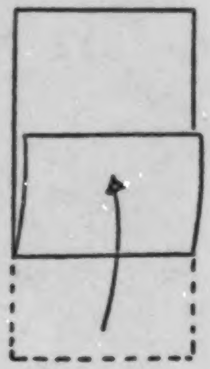
Student Self-Check 1

STEPS IN FOLDING A DIAPER

Look at the pictures below. They show the steps in folding a diaper, but they are not in the correct order. Arrange the steps in correct order by writing the number of the first step, the second step, etc. USE YOUR OWN PAPER. When you have finished, compare your answers with ones at the bottom of the page.



1



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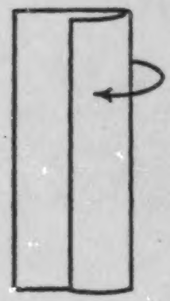

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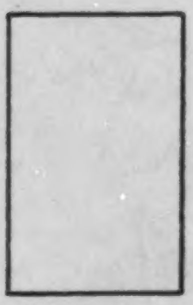

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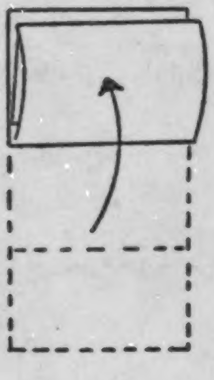


5

ANSWERS:

First Step - 4; Second Step - 3; Third Step - 1; Fourth Step - 2; Fifth Step - 5.

Instruction Sheet II

CHANGING A BABY'S DIAPER

Diapers must be changed without delay to prevent skin irritations. Here is how to change a diaper.

1. Assemble supplies so that everything is within your reach.

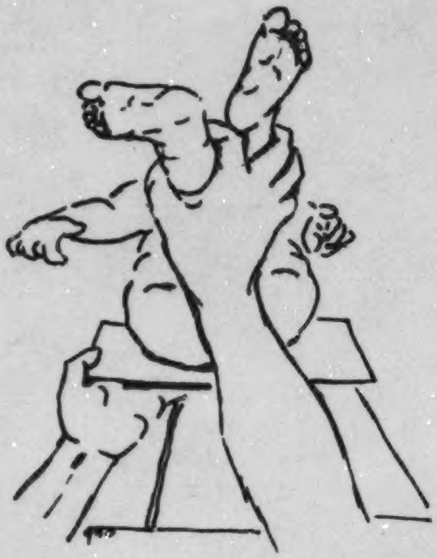
   —Clean folded diaper
   —Wet washcloth or towelette
   —Pad or towel
   —Lotion

2. Place the baby on a towel or a quilted pad covering a flat surface. Do not leave the baby alone.

3. Unfasten the diaper.

4. With one hand, grasp the baby by the ankles. Slightly raise him/her to pull away the wet diaper. Always handle the baby gently.

5. Wash the diaper area with the wet washcloth to help avoid infection.



6. Hold the baby's ankles between your thumb and middle finger. With your index finger between the ankles, raise the baby high enough to slip a clean diaper under him/her. Release the ankles.

   NOTE: The extra thickness of the diaper should be in back for the girl and in the front for the boy.

7. Apply lotion to the diaper area.

8. Pull the diaper up between the legs and fasten it on each side.

   CAUTION: If using pins, place the back of the diaper over the front. Place your fingers between the pin and the baby's body to avoid sticking him/her. The pin head should be toward the front of the baby.

9. Be sure to talk to the baby as you change the diaper. Talking makes him/her feel more secure.

Instructor's Final Checklist

CHANGING A BABY'S DIAPER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. Folded the fresh diaper properly.	[ ]	[ ]
2. Placed the baby on a flat surface	[ ]	[ ]
3. Removed the used diaper properly	[ ]	[ ]
4. Washed the diaper area.	[ ]	[ ]
5. Place a fresh diaper on correctly	[ ]	[ ]
6. Applied lotion to the diaper area	[ ]	[ ]
7. Secured the diaper properly.	[ ]	[ ]
8. Handled the baby gently	[ ]	[ ]
9. Did not leave the baby unattended.	[ ]	[ ]
10. Talked to the baby.	[ ]	[ ]

Task Assignment Sheet PA-HE-12
Homemaker (General)

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: BABYSITTING

INTRODUCTION

Babysitting can be fun as well as rewarding. You can begin training for your future role as a parent and, at the same time, understand children better. In this task assignment sheet, you will learn about the responsibilities of babysitting.

OBJECTIVE(S)

GIVEN twenty statements about babysitting,

IDENTIFY THE INCORRECT STATEMENTS.

YOU SHOULD identify at least four of the five incorrect statements.

AND/OR

GIVEN an actual babysitting situation,

CARE FOR THE CHILD OR CHILDREN.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, A BABYSITTER'S RESPONSIBILITIES.
2. LISTEN to the reading of "The Babysitter's Pledge." DISCUSS the important points.
3. INTERVIEW a parent to determine responsibilities of parents in a babysitting arrangement. SHARE the results of your interview with classmates.
4. PRACTICE filling out the Babysitter's Checklist. Your instructor will provide a copy of the form and information for filling it out.

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CHECK-OUT ACTIVITIES

5. MAKE a babysitter's kit. PROVIDE some emergency supplies and some child entertainment supplies. Your instructor will provide some ideas and instructions.

   OR

   MAKE a notebook to be used as a babysitter guide.

6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Your instructor will give you twenty statements about babysitting.

Identify the incorrect answers.

AND/OR

Go through an actual babysitting situation.

Care for the child or children.

Instruction Sheet I

A BABYSITTER'S RESPONSIBILITIES

Babysitting is an important job. It is the parents' way of making sure that their children are safe and are cared for when they, themselves, are away from home. A babysitter has a number of responsibilities.

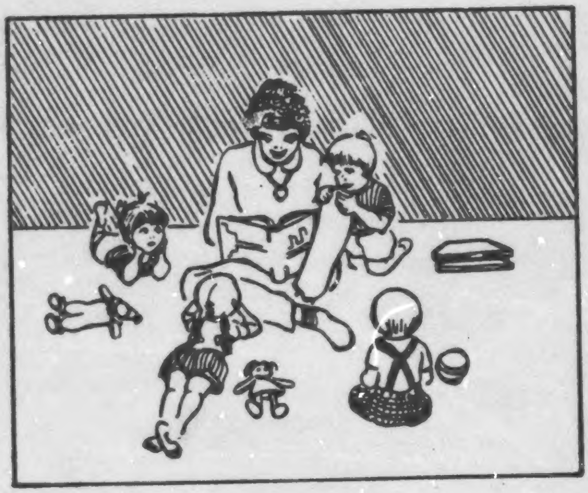
Keeping Children Safe. To keep children safe, you should:

1. Know what to expect of children at different ages and stages of growth. This knowledge can help you think ahead when considering a child's safety.
2. Provide a safe environment for the children. Both the home and the play area should be safe. Be alert to safety hazards and know what to do if an emergency should arise.

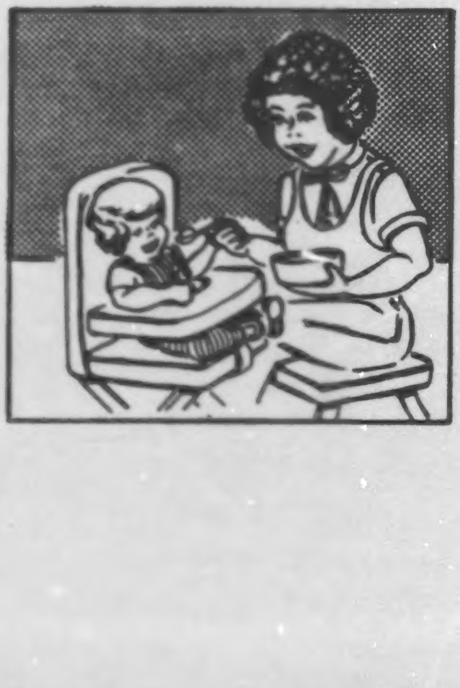
3. Teach children safe habits. You may have to provide complete protection and care for infants and very young children. Toddlers and preschoolers will need to be reminded of safety rules. They often forget what they have been told.

4. Know what to do in case an emergency arises such as a fire, a strange visitor, an illness, or an accident.

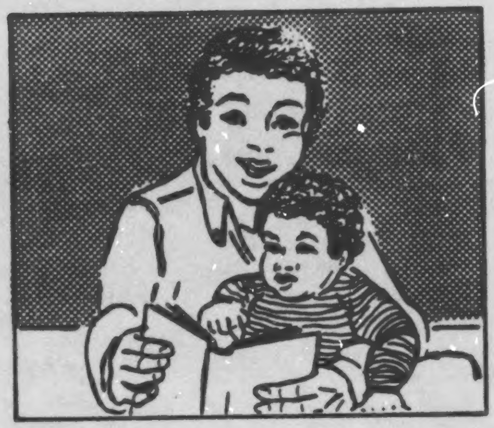
Caring for Children: In order to care for children adequately, you should:



1. Like and accept children. Some school-age children resent having a babysitter. You should understand and know how to deal with that resentment.

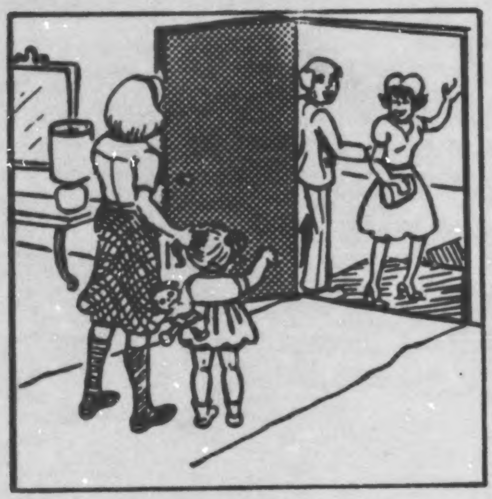


2. Learn adequate child-care skills. Learn how to hold, feed, and diaper babies. It is also important to know how to handle physical and emotional needs of young children.



3. Give your full time and attention to the child or children. Be prepared to entertain them. Never leave the children alone. Remember that your primary job is to care for the children.

Having a Good Working Relationship: In order to have a good working relationship with the family, you should:



1. Investigate the background of the family for whom you will be babysitting. This is a precaution for you. Unfortunately, some parents expect too much of a babysitter or they may have a record of not paying the agreed fee.

2. Make business agreements in advance. Decide on your fees and responsibilities for the set time period. Then live up to your agreement.

3. Leave with your parents the name, address, and phone number where you will be babysitting.

4. Always arrive on time. If you are babysitting for the family for the first time, arrive a little early so that the child or children will get to know you before the parents leave.

5. Ask the parents to write down instructions for the care of the child or children. Also ask about family routines such as meal times and snacks, bath time, and bed time. Ask for any other specific rules that should be followed.

6. Practice good manners. Do not read the family's personal mail, look into drawers and closets, or use the family's personal items. Do not repeat information that is personal to the family.

Instructor's Final Checklist

BABYSITTING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. The student identified at least four of the five incorrect statements.	[ ]	[ ]
AND/OR		
2. When babysitting a child or children, the student:		
a. Made the business agreement in advance.	[ ]	[ ]
b. Arrived on time for the job	[ ]	[ ]
c. Followed the parent's instructions for caring for the child or children	[ ]	[ ]
d. Practiced appropriate safety precautions	[ ]	[ ]
e. Gave full time and attention to the care of the child or children	[ ]	[ ]
f. Practiced good manners	[ ]	[ ]

Task Assignment Sheet PA-HE-13
Child Care Director or Teacher

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: PLANNING DAILY ACTIVITIES

INTRODUCTION

One of the main duties of a child care director or teacher is to plan daily activities for the children. All children have certain needs, and these must be considered when planning activities for them. In this task assignment sheet, you will learn how to plan activities that are appropriate for a day care center for small children.

OBJECTIVE(S)

GIVEN a list of activities and a Daily Planning Sheet,

COMPLETE THE DAILY PLANNING SHEET.

THE COMPLETED SHEET should include appropriate time schedule for each activity, the person responsible for each activity, and equipment and supplies needed for each activity.

LEARNING ACTIVITIES

1. READ and DISCUSS each point in Instruction Sheet I, PLANNING FOR NEEDS OF CHILDREN.
2. STUDY the schedules in Instruction Sheet II, SAMPLE SCHEDULES FOR A CHILD CARE CENTER. SELECT the better sample, and DISCUSS why it is better.
3. IDENTIFY children's needs that are being met by completing Student Self-Check I, MEETING CHILDREN'S NEEDS.
4. STUDY the daily planning sheet in Instruction Sheet III, SAMPLE DAILY SCHEDULE. DISCUSS each part of the sheet.
5. PRACTICE planning a daily activity schedule by completing Student Self-Check II, PREPARING A DAILY PLANNING SHEET.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will give you a Daily Planning Sheet and a list of daily activities.

Prepare the schedule for the activities.

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Instruction Sheet I

PLANNING FOR NEEDS OF CHILDREN

The following are needs that all children have which must be considered in planning activities for a child care center. All children need:

1. Activities which provide opportunities for physical development.
2. Activities which provide opportunities for emotional development.
3. Periods for rest and periods for activity.
4. Love, protection, health, and safety.
5. Development of good concept of self.
6. Development of social skills in learning to live with others.
7. Development of language skills.
8. Opportunities to learn about the world and how to cope with its problems.
9. To be challenged to acquire knowledge and skills.
10. Nutritious food.

Instruction Sheet II

SAMPLE SCHEDULES FOR A CHILD CARE CENTER

Below are two sample daily schedules. Compare the two.

Sample No. 1

Month--October

Theme--Fall

8:00- 8:30--Children arrive: hang up wraps
8:30- 8:45--Opening exercises: patriotism, calendar, time
8:45-10:00--Free-play time
10:00-10:30--Snack: cookies and milk
10:30-11:00--Learning activity (nature): a study of leaves
11:00-11:30--Creative activity: take field trip and make a collection of leaves
11:30-12:00--Clean up
12:00- 1:00--Lunch: vegetable soup, peanut butter sandwich, jello and milk
--Encourage talk about field trip
1:00- 1:30--Rest
1:30- 2:00--Story: fall
2:00- 2:30--Game: "Hunting for Leaves"
2:30- 3:00--Music (songs, falling leaves)

Sample No. 2

Month--October

Theme--Fall

8:00- 8:30--Children arrive: hang up wraps
8:30-10:00--Free-play
10:00-10:30--Snack: Kool-Aid and cookies
10:30-12:00--Free-play (games for groups)
12:00- 1:00--Lunch: hamburgers, potato chips, cokes
1:00- 2:00--Rest
2:00- 3:00--Outdoor play

All schedules should meet the needs of the children. If the children are enjoying a planned activity, it should not be stopped just because the scheduled time is over.

Student Self-Check I

MEETING CHILDREN'S NEEDS

Ask your teacher for a copy of this exercise. Look back at the sample schedules in Instruction Sheet II. Check the needs that each schedule meets. When you have finished, check your answers with those on the next page.

NEEDS	SAMPLE 1	SAMPLE 2
1. Exercise		
2. Nutritious food		
3. Language skills development		
4. Social skills development		
5. Self-concept development		
6. Knowledge and skill development		
7. Finding out about the world		
8. Development of good food habits		
9. Development of the senses		
10. Balance between quiet and active activities		
11. Fun		

ANSWERS

Student Self-Check I

MEETING CHILDREN'S NEEDS

NEEDS	SAMPLE 1	SAMPLE 2
1. Exercise	✓	✓
2. Nutritious food	✓	
3. Language skills development	✓	
4. Social skills development	✓	✓
5. Self-concept development	✓	
6. Knowledge and skill development	✓	
7. Finding out about the world	✓	
8. Development of good food habits	✓	
9. Development of the senses	✓	
10. Balance between quiet and active activities	✓	
11. Fun	✓	✓

Instruction Sheet III

SAMPLE DAILY SCHEDULE

Date October 5

Name of Student Sally

Theme: Fall

TIME	8:00-8:30	8:30-8:45	8:45-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:0
ACTIVITY	CHILDREN ARRIVE	OPENING EXERCISES	FREE PLAY	SNACK	LEARNING ACTIVITY	CREATIVE ACTIVITY	CLEAN-UP
Specific Activity	Hang up wraps	Patriotism, calender, time	Children's choice	Cookies and milk	Nature - a study of leaves	Field trip and making collection of leaves	
Person Respons-ible	Julie	Mary	Sally	Julie	Jill	Sally	Mary
Equipment and Supplies Needed		Flag, calender, and clock	Blocks, dolls, dress-up clothes, etc.	Cookies and milk	Pictures of trees - Fall leaves	Paper, socks, construc-tion paper, tape	Broom, cleaning supplies

TIME	12:00-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
ACTIVITY	LUNCH	REST	STORY	GAME TIME	MUSIC	PREPARE TO LEAVE
Specific Activity	Veg. soup, peanut butter sandwich, jello, and milk		Fall	Hunting for leaves	"Falling Leaves"	
Person Respons-ible	Jill	Sally	Julie	Julie	Mary	Jill
Equipment and Supplies Needed	Food, table, eating equipment	Cots or mats	Book, Fall Comes to My House		Record player, record	

Student Self-Check II

PREPARING A DAILY PLANNING SHEET

Prepare a Daily Planning Sheet for the activities listed below. Ask your instructor for a planning sheet. You may refer to the Sample Daily Schedule in Instruction Sheet III. When you have finished, refer to the Planning Sheet on the next page.

Activities

Hang up wraps
Pledge allegiance to the flag
Play with friends
Have a snack: crackers and milk
Learn about colors: red and yellow
Color pictures
Clean up
Eat Lunch: chicken, peas and carrots, bread, cookies, and milk
Rest
Listen to story: Colors of the Rainbow
Play game: "Guess the Colors"
Listen to music: "Red and Yellow"
Prepare to leave

People Responsible: Julie, Mary, Sally, Jill
Theme: Colors

SUGGESTED ANSWER KEY

Student Self-Check II

PREPARING A DAILY PLANNING SHEET

Theme: Colors

TIME	8:00-8:30	8:30-8:45	8:45-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00
ACTIVITY	Children arrive	Opening Exercises	Free Play	Snack	Learning Activity	Creative Activity	Clean up
Specific Activity	Hang up wraps	Pledge of Allegiance	Children's Choice	Crackers and Milk	Colors	Color pictures	
Person Responsible	Julie	Mary	Sally	Julie	Jill	Sally	Mary
Equipment and Supplies Needed		Flag	Toys	Plates, cups, napkins	Color cards	Pictures, crayons	Brooms, cleaning supplies

TIME	12:00-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
ACTIVITY	Lunch	Rest	Story	Game	Music	Prepare to leave
Specific Activity	Chicken, peas and carrots, bread and butter, cookies		Colors	Guess the Colors	"Red and Yellow"	
Person Responsible	Jill	Sally	Julie	Julie	Mary	Jill
Equipment and Supplies Needed	Food, table, eating equipment	Cots or mats	Book, Colors of the Rainbow		Record player, record	

Instructor's Final Checklist

PLANNING DAILY ACTIVITIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The Daily Planning Sheet included:	Accomplished	Not Accomplished
1. The appropriate time schedule for each activity	[ ]	[ ]
2. A person responsible for each activity	[ ]	[ ]
3. Equipment and supplies necessary for each activity.	[ ]	[ ]

Task Assignment Sheet PA-HE-14
Day Care Aide

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: READING OR TELLING A STORY

INTRODUCTION

A day care aide performs many duties to assist the day care director and teacher. One of the duties may be to read or tell the children a story. In this task assignment sheet you will learn some helpful hints in reading or telling a story to small children.

OBJECTIVE(S)

GIVEN a variety of children's stories,

SELECT A STORY AND READ OR TELL IT.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist

LEARNING ACTIVITIES

1. READ Instruction Sheet I, CHOOSING STORIES FOR SMALL CHILDREN.
2. CHOOSE a story appropriate for small children. RATE the story using the guide in Student Self-Check I, GUIDE FOR SELECTING STORIES.
3. READ Instruction Sheet II, READING OR TELLING A STORY.
4. PLAN a storytime activity. COMPLETE the items in Student Self-Check II, PLANNING A STORYTIME ACTIVITY.
5. PRACTICE presenting the story you selected. RATE your performance using the guide in Student Self-Check III, RATING MY STORYTIME ACTIVITY.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Using the story you selected, read or tell the story. If possible, present the story to a group of preschool children.

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Instruction Sheet I

CHOOSING STORIES FOR SMALL CHILDREN

Here are some general guidelines that will help you choose stories for small children.

1. Select stories about subjects in which the children are interested, such as the following:

    a. Nature
    b. Animals
    c. Machines
    d. Everyday experiences
    e. Fun and nonsense
    f. The child's world
    g. Mother Goose
    h. Holidays
    i. Special days

2. Select stories that are well written. They should have one main idea and a few less important ones.

3. Do not select stories and fairy tales with unhappy or fierce endings. They should have happy endings.

4. Choose stories with simple and colorful pictures.

5. Choose stories that include new experiences as well as everyday experiences.

6. Select stories that have few new words.

7. Choose short stories. Children have short interest spans.

Student Self-Check I

GUIDE FOR SELECTING STORIES

Your instructor will provide a copy of this sheet.

FEATURES OF STORY	YES	NO
1. The main character is interesting to child.		
2. It tells about everyday experiences child can understand.		
3. It tells about new experiences which give child new ideas.		
4. It has one main idea and a few less important ones.		
5. It has only a few new words.		
6. It is not too long to hold child's interest.		
7. The pictures are large and colorful.		
8. The pictures can be understood by child.		
9. It has a happy ending.		

Instruction Sheet II

READING OR TELLING A STORY

You want the children to enjoy the story you are presenting. Here are ten ways you can make storytime more enjoyable.

1. Provide an area where all the children can be seated in a semicircle facing you. It is very effective to have children sit on the floor.
2. Be sure children are close enough to see and hear you.
3. When reading a story, sit on a low chair, on a stool, or on the floor. Hold the book to one side so the children can see the pictures while you are reading. Read a page, then turn the page so the children can see the picture.
4. It is important to be familiar with the story and to secure all necessary props before attempting to present the story.
5. Be enthusiastic about the story.
6. Keep a pleasant and happy expression on your face while reading or telling a story.
7. Use voice expression to make the story more interesting. Speak distinctly and explain unfamiliar words.
8. Use hand and eye motion to help get the ideas of the story across to the children.
9. Involve the children in the story whenever possible and encourage comments from them.
10. You may make the story more interesting by using one of these ideas:

    --Use puppets to act out the story.
    --Have the children act out parts of the story.
    --Include songs in the story which the children can sing.
    --Use cut-outs on flannel board to help the cildren see the story.
    --Use pictures which illustrate the story.
    --Draw pictures on a flip chart or chalkboard to help tell the story.
    --Use natural "props" such as rocks, leaves, wood, animals and insects which illustrate the story.
    --Use other props such as stuffed animals or dolls to represent characters or actions in the story.

Student Self-Check II

PLANNING A STORYTIME ACTIVITY

Using the story you selected, plan to tell or read the story. Complete the planning guide below. Look back at Instruction Sheets I and II if you need to. Your instructor will provide a copy of this sheet.

1. Materials and props needed:

2. The way the story will be presented:

3. How the story will be introduced:

4. The steps which will be followed in telling and/or presenting the story:

5. How the children will be encouraged to participate:

6. Appropriate questions for encouraging response from children:

7. The location chosen for the activity:

8. Safety precautions to be taken:

Student Self-Check III

RATING MY STORYTIME ACTIVITY

Practice reading and telling the story you have selected. If possible, read to a group of students. Use the rating form below to rate your performance. Your instructor will provide a copy of this sheet.

ACTIVITY	YES	NO
1. Did you set the stage by having the children sit on the floor around you?		
2. Were the children happy and contented?		
3. Did your introduction get the children's attention?		
4. Did you direct your voice toward the children rather than toward the book most of the time?		
5. Did you hold the book at the eye level of the children?		
6. Did you use expression to emphasize parts of the story?		
7. Did you use a pleasing voice and say the words distinctly?		
8. Did you act excited about the story?		
9. Did you explain unfamiliar words in terms the children could understand?		
10. Was the storytelling area attractive and arranged for quiet time?		
11. Did you use props, a flannel board with cut-outs, or action participation stories?		
12. Did you encourage children to participate?		

Instructor's Final Checklist

READING OR TELLING A STORY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In presenting a story, the student:

	Accomplished	Not Accomplished
1. Chose a story appropriate for small children	[ ]	[ ]
2. Had the children sit on the floor in semicircle around him/her.	[ ]	[ ]
3. Got the children's attention	[ ]	[ ]
4. Directed his/her voice toward the children	[ ]	[ ]
5. Held the book at children's eye level	[ ]	[ ]
6. Used a pleasing voice.	[ ]	[ ]
7. Pronounced words distinctly	[ ]	[ ]
8. Acted enthusiastic about the story	[ ]	[ ]
9. Explained unfamiliar terms	[ ]	[ ]
10. Used props or action participation	[ ]	[ ]
11. Encouraged children to participate	[ ]	[ ]

Task Assignment Sheet PA-HE-15
Day Care Director

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: SELECTING TOYS FOR SMALL CHILDREN

INTRODUCTION

Play is a valuable activity. It promotes the physical, mental, social, and emotional growth of children. The Day Care Director spends a good deal of time choosing playthings that are safe and suitable for small children. In this task assignment sheet, you will learn how to select toys for different ages of preschool children.

OBJECTIVE(S)

GIVEN a selection of ten toys,

SELECT ONE TOY FOR EACH OF THESE AGE GROUPS:

--Under 1 year
--Ages 1-2 years
--Ages 2-3 years
--Ages 3-4 years
--Ages 4-5 years

EACH TOY SELECTED must be safe and interesting for each age group.

LEARNING ACTIVITIES

1. READ and STUDY Instruction Sheet I, CHOOSING SAFE TOYS. DISCUSS the information.
2. RATE the safety of a toy by completing Student Self-Check I, TOY SAFETY RATING SHEET.
3. REVIEW Instruction Sheet II, CHOOSING INTERESTING TOYS.
4. PARTICIPATE in a workshop about interesting and safe toys. Your instructor will provide information for this activity.
5. ARRANGE with your instructor to complete this task by completing the CHECK-OUT ACTIVITIES.

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CHECK-OUT ACTIVITIES

Your instructor will provide a selection of toys.

Select one toy that is safe and interesting for each of these age groups:

--Under 1 year
--Ages 1-2 years
--Ages 2-3 years
--Ages 3-4 years
--Ages 4-5 years

Instruction Sheet I

CHOOSING SAFE TOYS

AVOID TOYS THAT BREAK EASILY

Injuries can occur when wire, springs, or sharp pieces of plastic are exposed.

AVOID TOYS THAT BURN

Avoid all electrical toys for your young children. No toy or part of a toy should burn easily, cause dangerous smoke or drip hot material.

AVOID TOYS THAT CUT OR PUNCTURE

All edges of a toy, inside and outside, should be smooth with rounded corners.

AVOID TOYS THAT PINCH

Many toys have places where small fingers can be pinched, such as slots, holes, or the underside of the fenders of toys with wheels. Wind-up parts should be enclosed to avoid catching fingers or hair.

AVOID TOYS THAT CAN BE SWALLOWED

Check all toys for screws, nuts, bolts, marbles, or other parts that might come loose.

AVOID TOYS THAT CAUSE EYE AND EAR INJURIES

Some toy goggles or space helmets can cause eyestrain. Unusually noisy and loud guns can lead to serious hearing problems.

AVOID TOYS THAT CAUSE BUMPS AND BRUISES

When buying wheel or riding toys, look for large, sturdy, widely spaced wheels and axles. These should be near the extreme ends of the toy so that it will not rear up or pitch forward easily.

AVOID TOYS THAT CAN POISON OR ARE UNCLEAN

Materials and finishes used for toys should not cause skin irritation. There should be no powder surface that would be harmful if inhaled. Toys that come in contact with a child's mouth should come in packaging that insures they are clean. Leaded paint should always be avoided.

AVOID TOYS THAT CAN SCARE

Monster toys, cutting toys, human eyeball toys, and war toys are examples of toys that may scare small children.

AVOID TOYS THAT AREN'T NECESSARY

Too many toys can be just as harmful to the development and emotional well being of a child as too few. Often it is better to let children use their own imaginations. Using "found" materials to make toys is more fun than buying them.

Student Self-Check I

TOY SAFETY RATING SHEET

Review the selection of toys provided by your instructor. Choose a toy and rate its safety for a small child. Write "yes" or "no" for each item. USE YOUR OWN PAPER to write your answers.

1. Will the toy last?

_____ a. Well put together; screws, bolts, etc., cannot come loose
_____ b. Made of sturdy material
_____ c. Will not break easily

2. Is the toy safe?

_____ a. Will not burn
_____ b. Will not cut or puncture
_____ c. Will not pinch
_____ d. Cannot be swallowed
_____ e. Cannot cause eye or ear injury
_____ f. Cannot cause bumps and bruises easily
_____ g. Cannot poison
_____ h. Are clean
_____ i. Are not scary

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Instruction Sheet II

CHOOSING INTERESTING TOYS

There is no complete and exact list of toys for children of different ages. Children vary widely in interests and abilities. The chart below has a few suggestions for toys usually enjoyed during different stages of child development.

AGE	INTEREST	SUITABLE TOYS
Under 1	Becoming aware	--Brightly colored objects hung in view --Squeak toys --Rattles --Washable stuffed toys --Colored balls --Cups or smooth non-breakable objects to chew on
1-2	Investigating	--Rubber or washable squeak toys --Soft stuffed toys --Blocks with rounded corners --Push-and-pull toys with strings or rounded handles --Nests of blocks
2-3	Exploring	--Large crayons --Low rocking horse --Small chair and table --Simple musical instruments --Sand box --Large peg board --Wooden animals --Cars and wagons to push --Kiddie car and tricycle
3-4	Imitating	--Building blocks --Small broom and carpet sweeper --Toy telephone --Dolls with simple wrap-around clothing --Small garden tools --Toy trucks and tractors --Doll furniture and buggies --Small dishes --Non-electrical trains

AGE	INTEREST	SUITABLE TOYS
4-5	Creating	--Paints and paint books --Small sports equipment --Modeling clay --Blackboard and dustless chalk --Doll house and furniture --Simple construction sets --Construction paper and blunt end scissors

Instructor's Final Checklist

SELECTING TOYS FOR SMALL CHILDREN

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student selected a safe and interesting toy for the following age groups:

	Accomplished	Not Accomplished
1. Under 1 year	[ ]	[ ]
2. Ages 1-2 years	[ ]	[ ]
3. Ages 2-3 years	[ ]	[ ]
4. Ages 3-4 years	[ ]	[ ]
5. Ages 4-5 years	[ ]	[ ]

Task Assignment Sheet PA-HE-16
Child Care Teacher or Aide

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: LEADING A MUSIC ACTIVITY WITH RHYTHMIC BODY MOVEMENTS

INTRODUCTION

Child care teachers and child care aides know that musical activities provide children much pleasure. Music also helps them to develop socially and emotionally. Small children particularly enjoy keeping rhythm to music. In this task assignment sheet, you will learn how to lead a musical activity with rhythmic body movements.

OBJECTIVE(S)

USING a recording of a children's song,

LEAD A MUSIC ACTIVITY WITH RHYTHMIC BODY MOVEMENTS.

YOU WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, GUIDING A MUSIC ACTIVITY WITH RHYTHMIC MOVEMENTS. DISCUSS the information.
2. WATCH your instructor demonstrate leading a music activity with rhythmic actions.
3. LISTEN to recordings of children's songs. SELECT a song suitable for small children to set to rhythm.
4. PLAN rhythmic movements to the song you select. PRACTICE the movements until they are easy for you to demonstrate.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Using the recording of the song you selected, lead a music activity with rhythmic body movements.

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Instruction Sheet I

GUIDING A MUSIC ACTIVITY WITH RHYTHMIC BODY MOVEMENTS

Children enjoy music and rhythmic activities. They are eager to express themselves through body movements. To get the most out of your musical activity, follow these points:

1. Work with small groups of five to eight children.

2. Allow plenty of room for the children to move around.

3. Clear the area of all toys or objects which may attract a child's attention or get in the way of the activity.

4. Choose a short, simple rhythm song. Avoid songs that are cluttered with a number of rhythm patterns.

5. Choose a song that is interesting to small children.

6. Show genuine pleasure for the musical activity. Your feelings about music are transferred to the children.

7. Plan an introduction to the activity to make it interesting and exciting.

8. When guiding the activity tell the children what to expect. Guide them step by step.

9. Use simple movements, such as:

   —Clap your hands
   —Tap your feet
   —Touch your ear
   —Touch your elbow
   —Touch your knees
   —Touch your toes
   —Touch your head
   —Wink your eye
   —Bow your head
   —Jump up high
   —Turn around
   —Squat down low
   —Swing your leg
   —Swing your arms

10. Use a pleasing facial expression.

11. Praise the children when they follow the directions.

12. Provide children the opportunity to react to the musical experience after it is over. A question-and-answer session is one way of doing this.

Instructor's Final Checklist

LEADING A MUSIC ACTIVITY WITH RHYTHMIC BODY MOVEMENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In leading a music activity with rhythmic body movements, the student:

	Accomplished	Not Accomplished
1. Allowed plenty of room for moving around	☐	☐
2. Cleared the area of toys and other objects	☐	☐
3. Chose a song appropriate for small children	☐	☐
4. Showed genuine pleasure for the activity.	☐	☐
5. Introduced the activity to create interest	☐	☐
6. Told the group what to expect	☐	☐
7. Guided the group step by step in simple movements	☐	☐
8. Used a pleasing facial expression	☐	☐
9. Praised the group when they followed directions	☐	☐
10. At the end of the activity, provided an opportunity for group reaction	☐	☐

Task Assignment Sheet PA-HE-17
Child Care Teacher or Aide

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: PLANNING AN ART ACTIVITY

INTRODUCTION

Art helps a child express innermost thoughts. A child care teacher or a child care aide carefully plans art activities that children enjoy. In this task assignment sheet, you will learn how to plan an art activity for small children.

OBJECTIVE(S)

GIVEN a worksheet for planning art activities,

COMPLETE THE WORKSHEET FOR ONE ART ACTIVITY.

ALL SECTIONS of the worksheet must be completed.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, SIMPLE ART ACTIVITIES.
2. SELECT one of the art activities in Instruction Sheet I or another one of your choice. COMPLETE the activity, and EXHIBIT it in the classroom. EXPLAIN the procedure for completing the activity if your instructor asks you.
3. RESEARCH the questions in Instruction Sheet II, PLANNING ART ACTIVITIES.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a Worksheet for Planning Art Activities.

Complete the worksheet. You may use the notes you prepared for Learning Activity 3.

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Instruction Sheet I

SIMPLE ART ACTIVITIES

There are numerous kinds of art activities that are enjoyable. For small children, though, it is best to begin with just the basic essentials: crayons, paint, paper, or clay or dough. Here are some basic art activities:

ACTIVITY	METHOD	MATERIALS NEEDED
Crayons	1. Color on plain paper	Large crayons Plain paper
	2. Color on paper plates or paper bags	Crayons Paper plates or paper bags
Paint	3. Brush paint on paper	Paint brush 12" long, 3/4" bristles Tempra paint Containers for paint Large piece of paper: --Manila —Newsprint —Wallpaper —Shelf paper
	4. Sponge paint on paper; cut sponges in different shapes, dip into tempra paint; rub, press, or dab on paper	Sponges pieces Paper Thick tempra paint Containers for paint
	5. String paint; cut pieces of string; dip into paint; pull across paper in different directions	Pieces of string Paper Thin tempra paint Containers for paint
Paper	6. Paper chains; cut colored paper in strips; join ends of first strip together and paste; slip end of next strip through first link; join ends; follow this method until chain is desired length.	Strips of paper Paste

ACTIVITY	METHOD	MATERIALS NEEDED
	7. Paper masks; slip paper bag over child's head; mark eyes, nose, and mouth; cut openings for eyes, nose, and mouth; fold lower edge of bag	Paper bags which fit children's heads Crayon or pencil Scissors
Clay or Dough	8. Clay objects	Clay or dough Cookie cutters Wooden hammers Rollers Tongue depressors

Instruction Sheet II

PLANNING ART ACTIVITIES

In planning an art activity for small children, there are several questions you need to answer. Write out the answers to the questions below about the art activity you completed in Learning Activity 2. Save your notes for the Check-Out Activity.

1. What type of art activity do I plan to use?
2. What materials and supplies do I need?
3. How can I present the activity to a group of small children?
4. How can I encourage the children to participate?
5. What location will I use for the activity?
6. What safety precautions need to be taken?

Instructor's Final Checklist

PLANNING AN ART ACTIVITY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student completed all sections of the Worksheet for Planning Art Activities.	[ ]	[ ]

Task Assignment Sheet PA-HE-18
Child Care Teacher

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: LEADING A NATURE SCIENCE ACTIVITY

INTRODUCTION

Children are curious and eager to learn about things around them. They always want to know "why." The child care teacher knows that science experiences can be found in things around us every day and takes advantages of them. In this task assignment sheet, you will learn how to plan a nature science activity for small children.

OBJECTIVE(S)

USING a Nature Science Activity Planning Sheet and necessary supplies,

LEAD A NATURE SCIENCE ACTIVITY.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. STUDY Instruction Sheet I, NATURE SCIENCE ACTIVITIES.
2. CHOOSE one of the activities from Instruction Sheet I or another nature science activity of your choice. PLAN your nature science activity. COMPLETE a Nature Science Activity Planning Sheet like the one in Instruction Sheet II, PLANNING A NATURE SCIENCE ACTIVITY.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Use the Nature Science Activity Planning Sheet you prepared in Learning Activity 2 and the supplies necessary for the nature science activity you chose to lead.

Participate in a nature science fair. Prepare a booth and lead a group through the activity you have planned.

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Instruction Sheet I

NATURE SCIENCE ACTIVITIES

Categories	Two and Three Year Olds	Three and Four Year Olds	Five Year Olds	Suggested Evaluation Techniques	Time of Year
A. The Sky, Atmosphere and Space					
1. Snow	a. Permit children to watch snow falling. b. Allow them to feel and examine some snow. c. Talk about how snow feels and what happens when it is brought into a warm room. d. Tell a simple story involving snow.	a. Permit children to watch snow - how it falls, how and why it accumulates and drifts. b. Talk about falling snow and how people dress to keep warm (use thermometer). c. Allow children to stir snow cream when it is being made.	a. Permit warmly dressed children to play in the snow (observe snow flakes) b. Talk about snow, how it is formed, and where it comes from. c. Guide children in making snow cream allowing them to measure and add sugar, flavoring and cream.	Ask questions based on activities carried out in each group.	Winter
Note: Also Gravity, Space, Water, Sun, and Sea Shells.					
B. Tools and Machinery					
1. Magnets	a. Permit children to use magnets to attract metal objects - allow for examination. b. Talk about what happens	a. Play a game - use a magnet to fish for fish of matching colors. b. Talk about what happens when the metal fish are attracted to the magnet.	a. Demonstrate and explain how iron filings are attracted to a magnet. b. Identify additional examples of magnetism.	a. Have children identify tools and equipment used in the activities. b. Ask questions based on children's questions.	Any time
2. Bells and Batteries	a. Show bells and batteries and identify what causes the bell to ring. b. Talk about what happens.	a. Identify tools. b. Show how to hook up battery. c. Permit children to participate and ring bells. d. Talk about what happens.	a. Children will identify tools. b. Children may participate in the experiment. c. Discuss "what causes the bell to ring?"	a. Have children identify tools and equipment. b. Encourage pre-schoolers to make simple explanation of what happened. c. Ask questions based on activities.	Any time
3. Wheels	a. Children play with pull toys or other toys with wheels. b. Discuss the characteristics of the wheel. (It is round, it moves, etc.)	a. Take the children on a field trip to a fire station. b. Identify wheels on fire trucks. c. Talk about how wheels are used on fire trucks.	a. Children will assemble cars with wheels that they may use in the way they wish. b. Talk about the values of wheels. c. Talk about other ways wheels are used.	a. Ask rompers and pre-schoolers to identify kinds of wheels and what they do. b. Ask questions based on activities	Any time
C. Living Things					
1. Seeds	a. Show children one kind of larger seed such as radish seed. b. Allow children to examine seed. c. Talk about seed. d. Permit children to plant seed in containers they have prepared with soil.	a. Allow children to examine the kinds of seeds - use pictures. b. Talk about the seeds. c. Prepare labeled containers and plant seeds. d. Talk about care to give plants.	a. Identify four or five kinds of seeds (Use pictures on packages) b. Talk about what causes seed to grow. c. Talk about other seeds that grow d. Prepare boxes and plant seeds.	Ask questions based on activities of each group.	Spring
2. Flowers and Plants					
	a. Provide children with an opportunity to hold a flower, smell a flower, and examine a flower. b. Talk about the color, the feel, the smell, and how to hold a flower.	a. Children will examine several kinds of flowers and plants.. b. Talk about shapes of petals, colors, where flowers grow and how to care for flowers and plants. c. Identify pictures of plants and call them by name.	a. Children will examine several kinds of flowers and plants. b. Identify kinds by name. c. Identify parts of the flowers. d. Observe parts under a microscope. e. Color pictures of flowers.	a. Ask questions based on activities b. Identify pictures.	Fall
3. Animals					
	a. Bring a gentle pet to school. b. Allow the children to hold and stroke the pet and identify it. c. Talk about pets. d. Tell a simple pet story.	a. Take a field trip to a pet shop. b. Ask the person in charge to show and tell about the animals. c. Permit children to feed some of the animals. d. Tell a story about animals like the ones in the pet shop.	a. Take a field trip to an animal shelter or zoo. b. Identify all kinds of animals shown. c. Talk about the habits of the animals. d. Feed the animal. Talk about the food used. e. Tell animal stories.	a. Identify pictures b. Ask questions based on activities.	Fall
4. Note: also circus animals, birds, the human body, and insects.					
D. The Earth's Physical Features					
1. Rocks	a. Provide several rocks of different kinds and shapes. b. Permit children to feel and look at rocks. c. Talk about how the rocks look and feel. d. Discuss "Where do rocks come from?"	a. Examine a number of different kinds of rocks. b. Talk about different sizes, shapes, and kinds of rocks. c. Discuss how rocks are used and different places they are found.	a. Examine a rock collection. b. Talk about kinds, colors, and shapes of rocks. c. Talk about what rocks are made of and how they are made. d. Observe rocks under a microscope. e. Tell a story about rocks.	a. Have children identify rocks in a collection. b. Ask questions based on activities.	Summer
2. Clay	a. Each child will have a sample and feel the clay, rolling it, shaping it, handling it as he wishes, but keeping it out of his mouth. b. Talk about the clay and how it feels.	a. Children will be shown how to mold clay into simple shapes. b. Talk about the shapes. c. Discuss "Where do we get clay?"	a. Children will be permitted to use clay as they wish, such as dramatic play, making and baking cookies, etc. b. Talk about the clay in its imaginative form. c. Discuss "What all can we do with clay?"	Ask questions based on activities of each group.	
3. Sand	a. Feel sand. b. Talk about how sand feels. c. Pour sand.	a. Sift sand b. Spoon sand from a bucket into a bottle with a neck. c. Build hills and valleys.	a. Build sand castles. b. Talk about sand castles.	Ask questions based on activities.	Summer

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Instruction Sheet II

PLANNING A NATURE SCIENCE ACTIVITY

Plan your nature science activity by completing a planning sheet like the one shown here. USE YOU OWN PAPER. When you have finished, have your instructor review your plans.

NATURE SCIENCE ACTIVITY PLANNING SHEET

---

1. Type of activity:

2. Materials, supplies, and equipment needed:

3. Location chosen for the activity:

4. Safety precautions to be taken:

5. Age group for which this activity is appropriate:

6. How activity will be introduced:

7. How group will be encouraged to participate:

8. Step-by-step procedure to follow in guiding the group:

9. How the activity will be evaluated:

10. How children can participate in cleaning up:

Instructor's Final Checklist

LEADING A NATURE SCIENCE ACTIVITY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In presenting a nature science activity, the student:

	Accomplished	Not Accomplished
1. Chose an activity appropriate for the age group	[ ]	[ ]
2. Had the necessary materials, supplies, and equipment for the activity	[ ]	[ ]
3. Chose an appropriate location to present the activity	[ ]	[ ]
4. Introduced the activity to the group	[ ]	[ ]
5. Followed logical step-by-step procedure in guiding the group	[ ]	[ ]
6. Encouraged group to participate	[ ]	[ ]
7. Observed necessary safety precautions	[ ]	[ ]
8. Evaluated the activity	[ ]	[ ]
9. Led group in cleaning-up process	[ ]	[ ]

Task Assignment Sheet PA-HE-19
Early Childhood Researcher

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: DESIGNING AN INFANT'S MOBILE

INTRODUCTION

Children begin to play with toys when very young and continue to do so throughout childhood. A mobile is one of the first toys an infant enjoys. Early childhood researchers have learned that well designed mobiles can promote emotional and social growth in infants. Therefore, they have devoted a great deal of effort in designing mobiles. In this task assignment sheet, you will learn how to design a mobile suitable for an infant.

OBJECTIVE(S)

USING patterns, crayons or paints, strings, and a holder,

DESIGN AN INFANT'S MOBILE.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, DESIGNING MOBILES.
2. DISCUSS the features of a well designed mobile for an infant.
3. EVALUATE mobile items and designs. Your instructor will provide information for this activity.
4. CREATE at least four patterns for mobile designs. Have your instructor evaluate them.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide crayons or paint and a holder.

Using the patterns you created in Learning Activity 4, design an infant's mobile.

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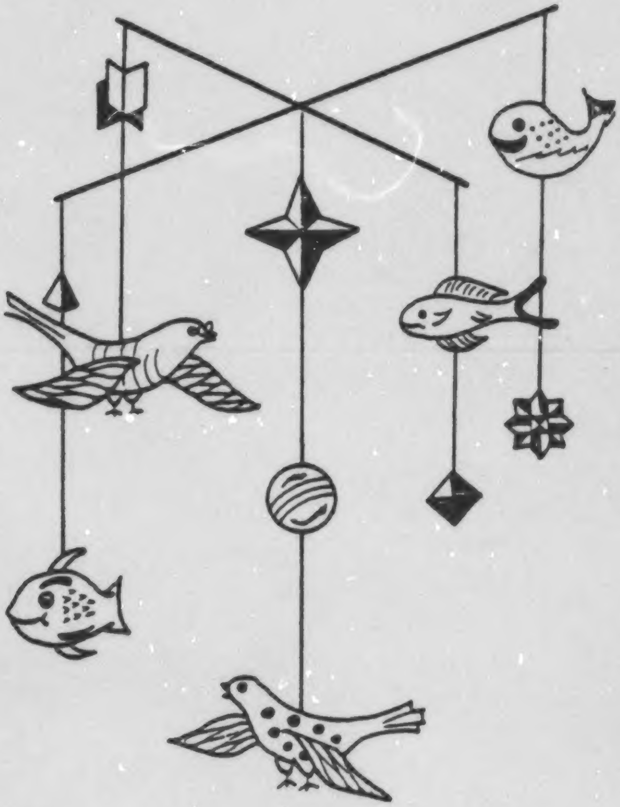
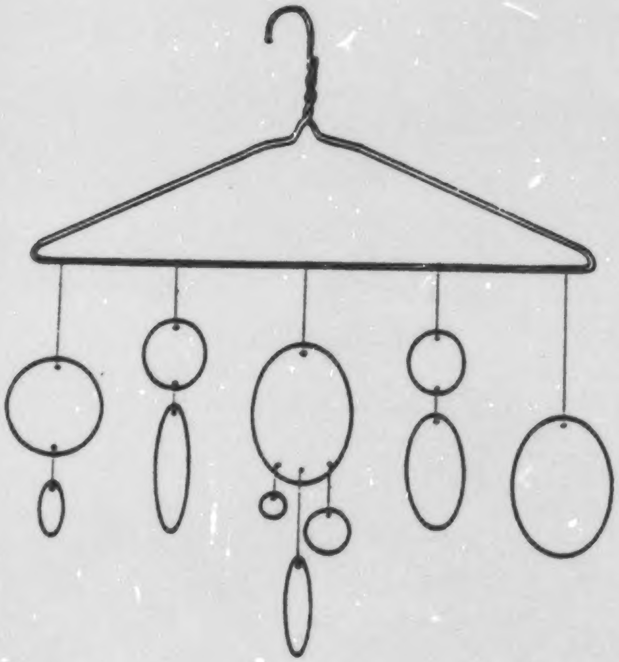
Instruction Sheet I

DESIGNING MOBILES

A mobile is made of pieces of paper, wood, metal, etc. attached on wires or thread. It is balanced so that it will move in the breeze. Infants enjoy watching and touching mobiles. Bright colors and moving objects stimulate development of the senses by helping infants learn to use their eyes.

Some mobiles reflect much imagination and are rather complex.

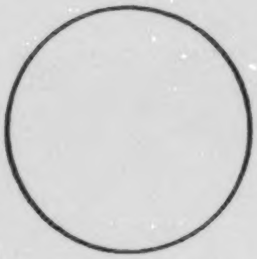


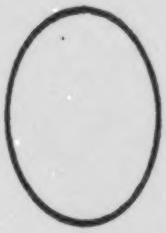


Other mobiles are simply designed.

Creating Designs for Mobiles. In selecting or creating designs for an infant's mobile, follow these suggestions:

1. Create simple and safe designs with smooth rounded edges. Avoid pointed or jagged corners which can be harmful to the infant. Circles and ovals of different sizes are most appropriate.





2. Make each design attractive and pleasing in color. Use red, yellow, or blue--the primary colors. Use lead free crayons or paints.

3. Keep the design free from detail. You may draw "eyes" or other simple forms to make it more attractive.

4. Do not add removable parts.

Constructing mobiles. To construct your mobile, follow this procedure:

1. Draw patterns of at least four paper designs.

2. Cut out the designs.

3. Color each design. Draw "eyes" or other forms on the designs if you wish.

4. Attach each design to a string. Use strings of different lengths.

5. Hang the strings from a coat hanger, a piece of wood, or any other safe holder. Hang the strings so that the mobile is balanced and designs move in the air.

Instructor's Final Checklist

DESIGNING AN INFANT'S MOBILE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In designing an infant's mobile, the student:

	Accomplished	Not Accomplished
1. Created at least four designs	[ ]	[ ]
2. Colored each design with a primary color	[ ]	[ ]
3. Attached the designs to strings of various lengths	[ ]	[ ]
4. Balanced the strings on a holder	[ ]	[ ]

Task Assignment Sheet PA-HE-20
Day Care Cook

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: PREPARING A NUTRITIOUS SNACK

INTRODUCTION

Children must acquire healthy eating habits at an early age. The day care cook helps promote healthy habits by preparing nutritious snacks during mid-morning and mid-afternoon. In this task assignment sheet, you will learn how to prepare a nutritious snack for small children.

OBJECTIVE(S)

GIVEN the necessary food and equipment,

PREPARE A NUTRITIOUS SNACK FOR A SMALL CHILD.

THE SNACK must satisfy at least one of the Basic Four Food Groups and be appropriate for a small child.

LEARNING ACTIVITIES

1. REVIEW Instruction Sheet I, THE BASIC FOUR FOOD GROUPS.
2. CLASSIFY a list of snacks into the Basic Four Food Groups. Your instructor will provide the list.
3. REVIEW Instruction Sheet II, IDEAS FOR NUTRITIOUS SNACKS or another reference. SELECT one of the snacks listed or select another snack of your choice. IDENTIFY the food and equipment necessary to prepare the snack.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITES.

CHECK-OUT ACTIVITIES

Your instructor will provide the food and equipment you identified in Learning Activity 3.

Prepare a nutritious snack for a small child.

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Instruction Sheet I

BASIC FOUR FOOD GROUPS

Snacks should be planned to include nutritious foods. Briefly review the Basic Four Food needs of young children.

Food Group	Vitamins and Nutrients	Food Sources
Milk and Milk Products	Calcium Riboflavin Protein	Milk Cheese Ice cream Cottage cheese Yogurt Butter
Breads and Cereals	B Vitamins Minerals Protein	Whole grain or enriched bread, (biscuits, muffins, crackers, sliced bread) Cookies made with whole grains Enriched or whole grain cereal
Vegetables and Fruits	Vitamin C Vitamin A Iron	Green and yellow vegetables All fruits and melons Dried fruits Beans (green, wax, lima)
Meat and/or Meat Substitutes	Protein Iron B Vitamins	Meat Poultry Fish Cheese Eggs Peanut butter Beans (dried) Peas (dried)

Instruction Sheet II

*IDEAS FOR NUTRITIOUS SNACKS

Fruity Milk Punch

½ cup of juice from such fruits as canned purple plums, cherries, or frozen strawberries
2 c. cold milk
4 ice cubes
Blend together in a blender

Orange Juice Float

4 c. orange juice
1 scoop vanilla ice cream
3 T. sugar
Add the sugar to the orange juice. Put in jar with a tight lid and shake until the sugar is all mixed in. Put in refrigerator until time to serve. Then put a scoop of vanilla or orange ice cream in each glass and fill it up with orange juice. This makes 4 to 6 servings.

Banana-Orange Shake

2 c. orange juice
2 bananas, peeled and cut into chunks
½ pint vanilla ice cream, cut into chunks
Put all ingredients in blender container in order listed. Cover and run at high speed until smooth. Makes 4 servings.

Cocoa Mix for Hot and Cold Drinks

6 T. cocoa
2½ c. instant dry milk
1 c. sugar
Mix everything together and store in a covered container.

To make hot chocolate, use 2 or 3 teaspoons of mix in a cup of hot water.

To make cold drinks, mix 2 or 3 teaspoons of mix in a glass of cold water.

Banana-Wheat Germ Boats

Dip banana in orange or pineapple juice. Roll in wheat germ.

Apple Snack

Cut up an apple into quarters and spread one side with a soft cheese spread

---

*Taken from Child Development Laboratories Handbook, Consumer and Homemaker Curriculum, Kentucky State Department of Education.

Peanut Butter Snack

Spread peanut butter on a thin slice of apple and stand an animal cracker in the center.

Mini Pizzas

Can of biscuits
Can of tomato sauce
Package of Mozarella cheese
Divide biscuit into halves. Have the children to pat the halved biscuits flat and place on cookie sheet. Have them to spoon on tomato sauce and sprinkle with Mozarella cheese. Bake according to directions on biscuit container.

Cinnamon Puffs

Can of biscuits
½ c. sugar
2 t. cinnamon
1/3 c. butter or margarine

1. Heat oven to 450 degrees F.
2. Separate a can of refrigerator biscuits.
3. Divide each biscuit in half. Roll into balls.
4. Place on an ungreased cookie sheet and bake for 10 to 12 minutes.
5. Melt 1/3 c. of butter or margarine in a saucepan.
6. In a small bowl mix ½ cup of sugar and 2 teaspoons of cinnamon.
7. Remove biscuits from cookie sheet when baked. Dip in melted butter then roll in sugar-cinnamon mixture.

Fruit Kabob

Alternate banana slices, apple slices, orange segments, grapes and pineapple chunks on a toothpick.

Pretzel Pop

Push pretzels into cheese cubes.

Popsicles

Freeze fruit juice in small paper cups with tongue depresser for the popsicle stick.

Celery Canoe

Tear off celery leaves and separate individual stalks. Cut or break celery into three-inch pieces. Spread peanut butter or cheese on celery.

Stuffed Prunes

Stuff pitted prunes with nuts or cream cheese.

Roasted Sunflower Seeds

Mix raw sunflower seeds on a cookie sheet with butter and salt. Bake at 300° for 15 minutes. Serve sunflower seeds mixed with raisins.

Bunny Salad

Pear halves (1 per child)
Lettuce leaves (1 per child)
Miniature marshmallows (1 per child)
Raisins (2 per child)
Almonds (2 per child)

1. Place lettuce leaf on a plate.
2. Place pear on lettuce leaf with smooth side up.
3. Put almonds in the top of small end of bunny ears.
4. Put a miniature marshmallow (or a dot of whipped cream) on the center of the large end for a tail).
5. Put raisins on the head for eyes (or dip points of knife into paprika and make eyes and mouth).

Knox Blox Gelatine Snacks

3 envelopes Knox Unflavored Gelatine
3 packages (3 oz. each) flavored gelatine
4 c. boiling water

In large bowl, combine Knox Unflavored Gelatine and flavored gelatine; add boiling water and stir until gelatine dissolves. Pour into large shallow baking pan (for example, 13" x 9") and chill until firm. Cut into squares to serve.

Makes about 100 one-inch squares.

Instructor's Final Checklist

PREPARING A NUTRITIOUS SNACK

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's snack:	Accomplished	Not Accomplished
1. Satisfied at least one of the Basic Four Food Groups	[ ]	[ ]
2. Was appropriate for a small child	[ ]	[ ]

Task Assignment Sheet PA-HE-21
Child Care Welfare Worker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: PREPARING A CHILD ADOPTIVE LISTING

INTRODUCTION

There are many reasons why children are available for adoption. One or both parents may be dead. Or, a single parent may find it impossible to keep a child. Adoptions are arranged by a child care social worker in an adoption agency. The worker's responsibility is to select the best parents for an adoptive child. In this task assignment sheet, you will learn how to prepare an adoptive listing for a child.

OBJECTIVE(S)

GIVEN a case description and an Adoptive Listing Sheet,

PREPARE AN ADOPTIVE LISTING.

COMPLETE all sections of the Adoptive Listing Sheet. Your answers should match the information in the case description.

LEARNING ACTIVITIES

1. READ about child adoption. Your instructor will provide a reference.

   ____

2. STUDY the description of a child available for adoption in Instruction Sheet I, ADOPTION CASE DESCRIPTION. IDENTIFY and DISCUSS the physical, mental, and emotional-social characteristics and needs.

3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide an Adoptive Listing Sheet.

Using the Adoption Case Description in Learning Activity 2, prepare the adoptive listing.

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Instruction Sheet I

ADOPTION CASE DESCRIPTION

Bonnie was born four years ago in April. Her physical health is good, and she seems to be developing normally. She has big blue eyes and blond hair. Bonnie has good muscular coordination and is very active. She talks very well. She needs an active family who will play with her and continue to aid her physical development.

Bonnie's ability to learn is somewhat questionable. There is the possibility that she may be mentally retarded. She tested out at a two-year-old level. She will be best in a family that is willing to accept her slower development and who will not place high demands on her.

Bonnie handles her emotions well and is very happy. She has no difficulty in her emotional development. Bonnie needs a warm family so that she can continue to develop as normally as possible.

Bonnie tends to be shy at times. She relates well to people that she knows but does not go to strangers. She needs a family who will make a special effort to help her overcome her shyness. Bonnie's parents were victims of a fire. The family was very active and had many interests.

Instructor's Final Checklist

PREPARING A CHILD ADOPTIVE LISTING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The Adoptive Listing Sheet		
1. Was complete	[ ]	[ ]
2. Included answers that matched information in the case description	[ ]	[ ]

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: IDENTIFYING NAMES AND PURPOSES OF SEWING EQUIPMENT

INTRODUCTION

Successful clothing construction depends upon selecting the proper equipment and using it correctly. A good seamstress uses all basic sewing equipment with skill. In this task assignment sheet, you will learn the names and purposes of some basic sewing equipment items.

OBJECTIVE(S)

GIVEN 20 items of sewing equipment,

NAME EACH ITEM AND DESCRIBE ITS PURPOSE.

NAME at least 15 items correctly, and EXPLAIN the purpose of at least 15 items.

LEARNING ACTIVITIES

1. READ about and STUDY PICTURES of sewing equipment. Your instructor will provide a reference.

   ____

2. LOOK AT articles of sewing equipment. LISTEN as your instructor explains the purpose of each article. WATCH your instructor demonstrate the use of some of the articles.
3. PARTICIPATE in a sewing equipment scavenger hunt. Your instructor will provide you with a list of equipment to find. SHARE with your class the names and purposes of the pieces of equipment you find.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a display of sewing equipment.

Write the name of each piece of equipment and describe the purpose.

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Instructor's Final Checklist

IDENTIFYING NAMES AND PURPOSES OF SEWING EQUIPMENT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student:

	Accomplished	Not Accomplished
1. Identified at least 15 items of sewing equipment.	[ ]	[ ]
2. Explained the purpose of at least 15 items of sewing equipment	[ ]	[ ]

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Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: RIPPING OUT A SEAM

INTRODUCTION

Ripping stitches requires careful work. Alterationists who alter clothing for a living, take great pains to avoid damaging the garments. In this task assignment sheet, you will learn how to rip out a seam.

OBJECTIVE(S)

GIVEN a garment and a seam ripper,

RIP OUT A SEAM.

THE SEAM should be completely ripped; ALL THREADS should be removed from the seam; and THE GARMENT should be free of damage.

LEARNING ACTIVITIES

1. READ about ripping out a seam. Your instructor will provide a reference.

   ____

2. WATCH your instructor demonstrate using a seam ripper.
3. PRACTICE ripping out stitches.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a seam ripper.

Rip out a seam in a garment.

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Instructor's Final Checklist

RIPPING OUT A SEAM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In ripping out a seam, the student:

	Accomplished	Not Accomplished
1. Ripped the seam completely	[ ]	[ ]
2. Removed all threads after ripping was completed	[ ]	[ ]
3. Kept the garment free of damage	[ ]	[ ]

Task Assignment Sheet PA-HE-24
Alterationist

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: HEMMING A GARMENT

INTRODUCTION

Few things affect the final appearance of a garment as much as the hem. Alterationists know that most people notice poorly done hems. For this reason they take particular care in sewing a well made hem. In this task assignment sheet, you will learn how to hem a garment.

OBJECTIVE(S)

USING a garment and necessary tools,

HEM THE GARMENT.

THE GARMENT should be the proper length. THE HEM should be smooth, even in width, and sewn with almost invisible stitches.

LEARNING ACTIVITIES

1. READ about hemming a garment. Your instructor will provide a reference.

   ____

2. WATCH your instructor demonstrate each step in hemming a garment. PRACTICE each step on a small piece of fabric.
3. LIST the steps in hemming. DISCUSS experiences you had while practicing each step in Learning Activity 2.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide the tools necessary for hemming a garment.

Hem the garment.

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Instructor's Final Checklist

HEMMING A GARMENT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In hemming the garment, the student:	Accomplished	Not Accomplished
1. Marked the proper length hemline	[ ]	[ ]
2. Constructed a smooth hem	[ ]	[ ]
3. Constructed the hem even in width	[ ]	[ ]
4. Made almost invisible stitches	[ ]	[ ]

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: OPERATING THE SEWING MACHINE

INTRODUCTION

Sewing machine operators are able to operate the machine efficiently and safely. They know the parts of the machine, how to thread it, and how to use it for stitching. In this task assignment sheet, you will learn how to thread a sewing machine. You will also learn how to stitch on the machine.

OBJECTIVE(S)

GIVEN a sewing machine, bobbin, thread, scissors, and paper patterns,

THREAD THE SEWING MACHINE AND STITCH THE PAPER PATTERNS.

THE SEWING MACHINE should be threaded according to instructions; THE BOBBIN should be wound and inserted according to instructions; and THE STITCHING on the patterns should be even and straight.

LEARNING ACTIVITIES

1. STUDY and DISCUSS diagrams for threading sewing machines in manufacturers' instruction booklets.
2. WATCH your instructor thread the upper and lower parts of a machine.
3. PRACTICE threading the upper and lower parts of the machine. Your instructor will check your threading.
4. READ and DISCUSS Instruction Sheet I, SEWING MACHINE SAFETY.
5. PRACTICE stitching on the machine. Your instructor will provide paper patterns.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a sewing machine, an empty bobbin, thread, scissors, and paper patterns.

Thread the upper and lower parts of the sewing machine, and stitch the paper patterns.

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Instruction Sheet I

SEWING MACHINE SAFETY

Below are some safety rules which should always be followed when you are using a sewing machine.

1. Withdraw the electric cord from the outlet by holding the plug; never pull the cord.
2. Keep the machine under control at all times; never race the motor.
3. Keep your fingers away from the needle while stitching.
4. Report any exposed wires on the machine cord.
5. Keep the machine turned off while attaching equipment or changing the needle.
6. Keep your foot off the power control when threading the machine.
7. Keep your eyes on the machine and the fabric while sewing.

Instructor's Final Checklist

OPERATING THE SEWING MACHINE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In operating the sewing machine, the student:

	Accomplished	Not Accomplished
1. Threaded the machine according to instructions	☐	☐
2. Wound the bobbin according to instructions	☐	☐
3. Inserted the bobbin according to instructions	☐	☐
4. Kept the stitching even and straight on the patterns	☐	☐

Task Assignment Sheet PA-HE-26
Fabric Cutter and Handler

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: CUTTING, STACKING, AND BUNDLING FABRIC

INTRODUCTION

People who work in clothing factories handle large volumes of fabric. A fabric cutter and handler follows a pattern to cut several pieces of fabric at one time. Then he/she stacks and ties the pieces into bundles. In this task assignment sheet, you will learn how to cut and stack fabric.

OBJECTIVE(S)

GIVEN several lengths of fabric, a pattern, a yardstick, chalk or marking pen, shears, and string,

CUT, STACK, AND BUNDLE THE FABRIC.

THE FABRIC should be marked and cut according to the pattern; it should be stacked neatly; and it should be fastened into bundles of ten pieces each.

LEARNING ACTIVITIES

1. READ about marking fabric. Your instructor will provide a reference.

   ____

2. WATCH your instructor demonstrate using a pattern to mark and cut fabric.
3. DISCUSS the steps in marking and cutting fabric.
4. PRACTICE marking and cutting several layers of fabric. Your instructor will check your work.
5. WATCH your instructor demonstrate stacking and bundling the cut fabric.
6. PRACTICE stacking and bundling the pieces of fabric you cut. Your instructor will check your work.
7. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide the fabric and necessary supplies.

Cut, stack, and bundle the fabric.

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Instructor's Final Checklist

CUTTING, STACKING AND BUNDLING FABRIC

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In cutting and stacking fabric, the student:

	Accomplished	Not Accomplished
1. Marked the fabric according to the pattern	☐	☐
2. Cut the fabric according to the pattern	☐	☐
3. Stacked the fabric neatly	☐	☐
4. Fastened the stacked fabric into bundles of ten pieces each	☐	☐

Task Assignment Sheet PA-HE-27
Seamstress/Tailor

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: TAKING BODY MEASUREMENTS

INTRODUCTION

Seamstresses and tailors make a living by constructing clothing. As sewing experts, they know that patterns are not cut to everyone's body measurements. Therefore, they take individual body measurements to assure their customers well fitting garments. In this task assignment sheet, you will learn how to take body measurements.

OBJECTIVE(S)

GIVEN a standard and a metric ruler and tape measure, a pencil, a personal measurement chart, and a model,

TAKE BODY MEASUREMENTS BY STANDARD AND BY METRIC DIMENSIONS. LIST THE MEASUREMENTS ON THE PERSONAL MEASUREMENT CHART.

THE BODY MEASUREMENTS should match those taken by your instructor.

LEARNING ACTIVITIES

1. READ about taking body measurements. Your instructor will provide a reference.

   ____

2. WATCH your instructor demonstrate taking body measurements.
3. PRACTICE taking the body measurements of a classmate. LIST the measurements on the Personal Measurement Chart provided by your instructor.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a model, a Personal Measurement Chart, and the supplies necessary to take body measurements.

Take the body measurements by standard and by metric dimensions. List your measurements on the Personal Measurement Chart.

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Instructor's Final Checklist

TAKING BODY MEASUREMENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In taking body measurements, the student:

	Accomplished	Not Accomplished
1. Took standard measurements.	☐	☐
2. Took metric measurements	☐	☐
3. Listed the measurements on the Personal Measurement Chart	☐	☐
4. Matched the measurements taken by the instructor:		
a. Height	☐	☐
b. Bust/chest	☐	☐
c. Waist	☐	☐
d. Back-waist	☐	☐
e. Hips	☐	☐

Task Assignment Sheet PA-HE-28
Fabric Sales Clerk

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: MEASURING FABRIC LENGTHS

INTRODUCTION

When you purchase fabric, the fabric sales clerk measures out the length of material you need. The measurement should be exactly what you have ordered. In this task assignment sheet, you will learn how to measure fabric lengths.

OBJECTIVE(S)

GIVEN a bolt of fabric, yardstick and meterstick, and pins,

MEASURE LENGTHS OF FABRIC USING A YARDSTICK AND A METERSTICK.

THE FABRIC SHOULD BE MEASURED to the lengths specified by your instructor.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, MEASURING LENGTHS OF FABRIC. DISCUSS the procedure for measuring fabric.
2. WATCH your instructor demonstrate measuring fabric.
3. PRACTICE measuring a bolt of fabric in 1½-yard and 1.40-meter lengths. Follow the steps in Instruction Sheet I.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a bolt of fabric, yardstick and meterstick, and pins.

Measure the fabric to the lengths specified by your instructor. Insert a pin at that place in the fabric. Do not cut the fabric.

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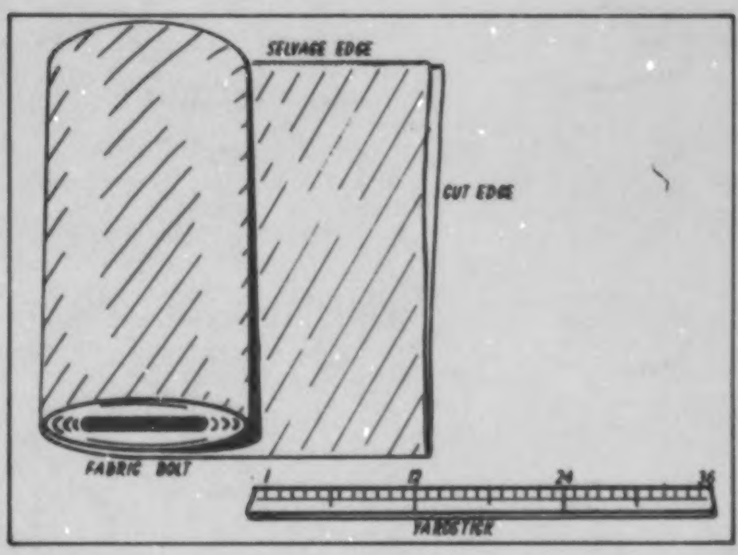
Instruction Sheet I

MEASURING LENGTHS OF FABRIC

Fabric comes in bolts of various widths: 36 inches, 45 inches, and 54 to 60 inches. To measure out lengths of fabric from one of these bolts, follow this procedure:

1. Place the measuring stick along the edge of a table or flat surface.
2. Place the fabric bolt perpendicular to the measuring stick. (The bolt and measuring stick will form an L.) The selvage edge will be the upper edge away from the measuring stick.
3. Unroll the bolt to extend the fabric to the end of the measuring stick. Insert a pin in the fabric at the beginning edge of the measuring stick.



4. Unroll and extend the fabric again until the pin is at the desired mark on the measuring stick.
5. Insert a second pin at the beginning end of the measuring stick. For example, to measure 1½ yards of fabric:
   a. Unroll and extend the fabric to the 36-inch mark on the yardstick.
   b. Insert a pin in the fabric at the beginning edge of the yardstick.
   c. Unroll and extend the fabric until the pin is at the 18-inch mark.
   d. Insert a second pin in the fabric at the beginning edge of the yardstick.

Instructor's Final Checklist

MEASURING FABRIC LENGTHS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In measuring lengths of fabric, the student:	Accomplished	Not Accomplished
1. Measured the fabric to the specified yard length	[ ]	[ ]
2. Measured the fabric to the specified meter length	[ ]	[ ]

Task Assignment Sheet PA-HE-29
Fashion Designer

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: DESIGNING A SPORTSWEAR COSTUME

INTRODUCTION

To change fabric into a garment, you need a plan. This plan is called a pattern. A fashion designer creates original patterns and makes costumes from those patterns. In this module, you will design an original costume.

OBJECTIVE(S)

GIVEN 36-inch wide utility paper, pencil, scissors, felt-tip pens or crayons, stapler, and tape,

DESIGN A SPORTSWEAR COSTUME AND ACCESSORIES.

YOUR COSTUME should be an original design and be clean and neat. If more than one color is used, the colors should be in harmony. The accessories should be appropriate for your particular costume.

LEARNING ACTIVITIES

1. READ about pattern designing. Your instructor will provide a reference.

   ____

2. DISCUSS pattern designing.
3. WATCH our instructor demonstrate designing a pattern.
4. DESIGN patterns for your costume and accessories. They may be for an active or spectator sport. Your instructor will check your work.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide paper and the necessary supplies.

Using the patterns you designed in Learning Activity 4, construct a sportswear costume with accessories.

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Instructor's Final Checklist

DESIGNING A SPORTSWEAR COSTUME

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's costume:	Accomplished	Not Accomplished
1. Was an original design	[ ]	[ ]
2. Was clean and neat	[ ]	[ ]
3. Reflected harmonious colors	[ ]	[ ]
4. Included accessories appropriate for the sport	[ ]	[ ]

Task Assignment Sheet PA-HE-30
Fashion Writer

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: WRITING A FASHION SHOW SCRIPT

INTRODUCTION

A fashion writer describes clothing. The purpose of the description is to influence people to buy the garments. In this task assignment sheet, you will learn how to write a script for a fashion show.

OBJECTIVE(S)

USING the costumes created in Task Assignment Sheet PA-HE-29,

WRITE A FASHION SHOW SCRIPT.

YOUR SCRIPT WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ descriptions of clothing in fashion magazines. MAKE A LIST of words frequently mentioned such as "attractive," "smart," "pleasing," "beautiful," and "handsome."
2. PRACTICE writing a script for one of the garments pictured in a fashion magazine. READ your script to the class.
3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Write a fashion show script describing each of the costumes created in Task Assignment Sheet PA-HE-29.

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Instructor's Final Checklist

WRITING A FASHION SHOW SCRIPT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. The script included a short, colorful paragraph for each costume	☐	☐
2. Each paragraph included:		
a. The purpose of the costume	☐	☐
b. A description of the material used	☐	☐
c. A description of the colors used	☐	☐
d. A description of the basic design	☐	☐
e. A description of the occasions for which costume may be worn	☐	☐

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: MODELING A SPORTSWEAR COSTUME

INTRODUCTION

A fashion model wears garments to show the customer how they look. The model must be able to walk, stand, and turn gracefully. In this task assignment sheet, you will learn how to model.

OBJECTIVE(S)

WEARING the costume and accessories you designed in Task Assignment Sheet PA-HE-29,

MODEL YOUR COSTUME AND ACCESSORIES.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ about modeling clothing. Your instructor will provide a reference.

   ____

2. OBSERVE a fashion model walk, stand, and turn.
3. PRACTICE walking, standing, and turning. Follow the procedures listed in the Instructor's Final Checklist.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Participate in a fashion show. Model the costume and accessories you designed in Task Assignment Sheet PA-HE-29.

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Instructor's Final Checklist

MODELING A SPORTSWEAR COSTUME

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

While modeling the costume, the student:

	Accomplished	Not Accomplished
1. Exhibited good posture	[ ]	[ ]
2. Walked with poise	[ ]	[ ]
3. Held shoulders back and straight	[ ]	[ ]
4. Turned smoothly	[ ]	[ ]
5. Displayed a pleasant appearance	[ ]	[ ]
6. Moved eyes, hands, feet, and body together gracefully	[ ]	[ ]

Task Assignment Sheet PA-HE-32
Nutritionist/Consumer

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: COMPARING COSTS AND NUTRITIONAL CONTENT OF FOODS

INTRODUCTION

As you know, foods have different kinds and amounts of nutritional content. Both nutritionists and other consumers benefit by comparing the nutritional content of foods. The nutritionist uses this information to plan good wholesome meals for schools, hospitals, etc., and the consumer uses it to select the best food buys. In this task assignment sheet, you will learn how to compare the nutritional content of iceburg lettuce and fresh spinach.

OBJECTIVE(S)

GIVEN current grocery ads and food models or photographs of iceburg lettuce and fresh spinach,

SELECT THE FOOD THAT IS THE BEST BUY.

THE FOOD YOU SELECT should have the most nutritional value.

LEARNING ACTIVITIES

1. STUDY food models or photographs of iceburg lettuce and fresh spinach which list food values and their contribution to the U.S. Recommended Daily Allowances. IDENTIFY the nutritional content of each food.
2. COMPLETE the comparison chart in Instruction Sheet I, NUTRITIONAL VALUE CHART.
3. DISCUSS the nutritional differences of the iceburg lettuce and fresh spinach.
4. IDENTIFY the current prices of the iceburg lettuce and fresh spinach. Your instructor will provide grocery ads.
5. DISCUSS the cost differences of the two foods. COMPARE cost and nutritional value of each food.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Compare equal portions of iceburg lettuce and fresh spinach. Determine which one is the better buy. Write a short paragraph explaining why the food you select is the better choice.

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Instruction Sheet I

NUTRITIONAL VALUE CHART

Write the nutritional value for each of the foods below. Your instructor will give you a copy of this chart. Do not write on this page.

NUTRITIONAL CONTENT	ICEBURG LETTUCE	FRESH SPINACH
Calories		
Fat		
Carbohydrate		
Protein		
Calcium		
Iron		
Vitamin A		
Thiamine		
Riboflavin		
Niacin		
Vitamin C		
WEIGHT		
PRICE		

Instructor's Final Checklist

COMPARING COSTS AND NUTRITIONAL CONTENT OF FOODS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In determining whether an equal portion of iceburg lettuce or fresh spinach was the better buy, the student selected the one with the most nutritional value	[ ]	[ ]

Task Assignment Sheet PA-HE-33
Dietitian

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: PLANNING A DAY'S MENUS

INTRODUCTION

Dietitians plan well-balanced, attractive meals. They pay particular attention to the Basic Four Food Groups that are necessary for a healthy body. To add pleasure to the meal, they plan meals that are colorful and attractive. In this task assignment sheet, you will plan a day's menus.

OBJECTIVE(S)

USING a list of breakfast, lunch, and dinner foods,

PLAN A DAY'S MENUS.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and STUDY Instruction Sheet I, PLANNING MENUS.
2. VIEW and DISCUSS pictures showing well planned and poorly planned meals.
3. MAKE A LIST of breakfast foods, lunch foods, and dinner foods for each of the Basic Four Food Groups.
4. PRACTICE writing a menu for one meal. Keep in mind nutrition, color, texture, and flavor. Show your work to your instructor.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Using the list of foods you prepared in Learning Activity 3, write a day's menus for breakfast, lunch, and dinner.

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Instruction Sheet I

PLANNING MENUS

Writing Menus. A menu is a list of the foods to be served at a meal. You plan your menus around the daily meals--breakfast, lunch, and dinner. When writing a menu, follow these rules:

1. List the names of the dishes as they are prepared and served.
2. Center each line of the menu.
3. Capitalize the names of the dishes. Do not capitalize the unimportant words.
4. When one dish accompanies another, write them on the same line.
5. Always include the beverage last.

Here is an example of a breakfast menu:

Breakfast

Grapefruit Halves
Soft-cooked Eggs
Wholewheat Toast
Milk Coffee

Planning Meals. To be healthy, well balanced meals are essential. In addition to being nutritious, meals should be pleasing to the sight and taste and meet the needs of the occasion. Here are some basic rules for planning meals:

1. Base meals around the Basic Four Food Groups. Here is a reminder of them.

Food Group	Vitamins and Nutrients	Food Sources
Milk and Milk Products 4 servings	Calcium Riboflavin Protein	Milk Cheese Ice cream Cottage cheese Yogurt Butter
Breads and Cereals 4 servings	B Vitamins Minerals Protein	Whole grain or enriched bread, (biscuits, muffins, crackers, sliced bread) Cookies made with whole grains

		Enriched or whole grain cereal
Vegetables and Fruits 4 servings	Vitamin C Vitamin A Iron	Green and yellow vegetables All fruits and melons Dried fruits Beans (green, wax, lima)
Meat and/or Meat Substitutes 2 servings	Protein Iron B Vitamins	Meat Poultry Fish Cheese Eggs Peanut butter Beans Peas

2. Decide on the main dish, and build the meal around it. Keep the menu simple. Do not include too many foods.

3. Include colorful and tasty foods. Do not repeat colors or flavors such as spinach and brocolli or sliced tomatoes and cooked tomatoes, on a menu.

4. Contrast textures. Do not have all soft or all crunchy foods.

5. Contrast flavors. Use strong with mild flavors and sweet with sour flavors.

6. Contrast temperatures. Serve some hot foods and some cold foods.

Instructor's Final Checklist

PLANNING A DAY'S MENUS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. In writing the menu, the student:		
a. Listed the dishes as they are to be served	☐	☐
b. Centered each line	☐	☐
c. Capitalized the important words	☐	☐
d. Listed names of accompanying dishes on the same line	☐	☐
e. Included the beverage last	☐	☐
2. In planning the menu, the student:		
a. Included recommended number of servings of each of the Basic Four Food Groups	☐	☐
b. Built the meal around a main dish	☐	☐
c. Contrasted colors	☐	☐
d. Contrasted textures	☐	☐
e. Contrasted flavors	☐	☐
f. Contrasted temperatures	☐	☐

Task Assignment Sheet PA-HE-34
Waiter/Waitress Bus Person

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: SERVING A MEAL

INTRODUCTION

Everyday, many people have their meals away from home. They go to restaurants where waiters or waitresses set the tables and serve the food and where bus persons clear away the dirty dishes. In this task assignment sheet, you will learn how to serve a meal.

OBJECTIVE(S)

GIVEN tableware and a menu,

SET UP A PLACE SETTING AND DEMONSTRATE TABLE SERVICE FOR THE MENU.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ about serving a meal. Your instructor will provide a reference. DISCUSS the information.

   ____

2. WATCH your instructor demonstrate proper table service techniques.
3. PRACTICE setting the table, serving the meal, removing the tableware, or cleaning the tables. DEMONSTRATE your techniques to the class.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide tableware and a menu.

Set the table for the meal, serve the meal, and clear and clean the table.

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Instructor's Final Checklist

SERVING A MEAL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In serving a meal, the student:

	Accomplished	Not Accomplished
1. Selected the appropriate tableware for the meal	[ ]	[ ]
2. Placed the tableware in the correct positions on the table	[ ]	[ ]
3. Served the food and beverage properly	[ ]	[ ]
4. Removed the tableware properly	[ ]	[ ]
5. Cleaned the table properly	[ ]	[ ]

Task Assignment Sheet PA-HE-35
Food Service Manager

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: PLANNING A TOSSED SALAD BAR

INTRODUCTION

The salad bar has become a popular part of many restaurants today. It provides a variety of salads from greens to desserts. Food service managers spend a great deal of time planning their salad bars so they will be appealing to their customers. In this task assignment sheet, you will learn how to plan a tossed salad bar.

OBJECTIVE(S)

GIVEN a list of salad ingredients,

SKETCH A PLAN FOR A TOSSED SALAD BAR.

YOUR PLAN WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, SELECTING INGREDIENTS FOR A TOSSED SALAD BAR.
2. LOOK AT types of salad ingredients as your instructor displays a variety of them. IDENTIFY those that are most appropriate for a salad bar.
3. STUDY the salad bar plan in Instruction Sheet II, MAKING PLANS FOR A SALAD BAR. DISCUSS the salad bar arrangment.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a list of salad ingredients.

Select ingredients for a tossed salad bar, and sketch a salad bar arrangement. Label each ingredient used. Include salad plates in your sketch. Also show the end of the bar where the customer would start.

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Instruction Sheet I

SELECTING INGREDIENTS FOR A TOSSED SALAD BAR

A tossed salad bar consists of four main groups of ingredients. Study the lists below.

Salad Greens

Iceburg Lettuce
Romaine Lettuce
Endive
Fresh Spinach

Bite-Size Vegetables
(whole, sliced, or chopped)

Carrots
Radishes
Cucumbers
Tomatoes
Green Onion
Green Pepper
Fresh Mushrooms
Celery
Beets
Bean Sprouts
Red Cabbage

Toppings

Chopped Eggs
Grated Cheese
Croutons
Bacon Bits

Dressings

Blue Cheese
French
Thousand Island
Italian

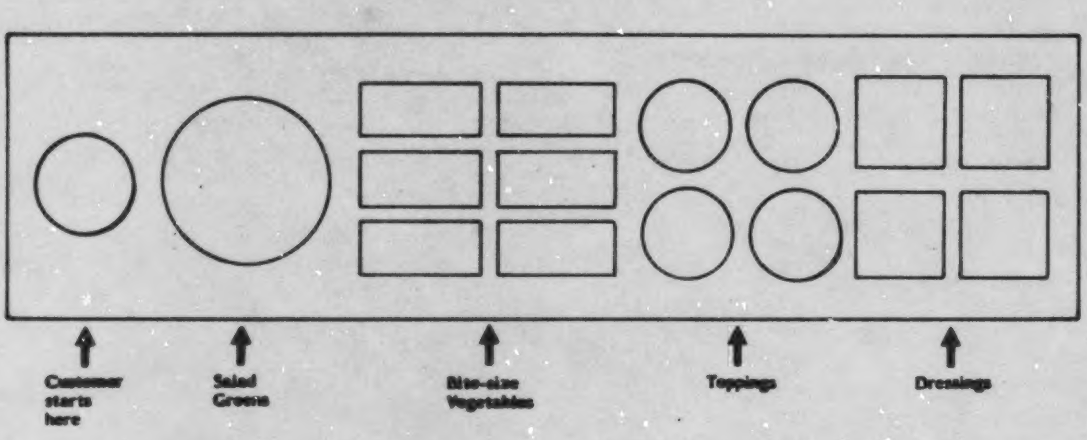
When selecting salad ingredients, consider contrasts in color and shape.

Instruction Sheet II

MAKING PLANS FOR A SALAD BAR

Once the salad ingredients have been selected, they must be placed on the salad bar along with the salad plates. In planning the arrangement, three things must be kept in mind: (1) Where will the customer begin? (2) In what order will the ingredients be placed on the plate? (3) How can colors and shapes be contrasted to make the ingredients attractive and appetizing?

Here is an example of a tossed salad bar arrangement.


Customer starts here
Salad Greens
Bite-size Vegetables
Toppings
Dressings

Instructor's Final Checklist

PLANNING A TOSSED SALAD BAR

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In planning the salad bar, the student:

		Accomplished	Not Accomplished
1.	Included salad plates	[ ]	[ ]
2.	Included salad greens	[ ]	[ ]
3.	Included bite-size vegetables	[ ]	[ ]
4.	Included toppings	[ ]	[ ]
5.	Included dressings	[ ]	[ ]
6.	Labeled each item	[ ]	[ ]
7.	Arranged items in logical order	[ ]	[ ]
8.	Contrasted colors	[ ]	[ ]
9.	Contrasted shapes	[ ]	[ ]
10.	Indicated where customer would start	[ ]	[ ]

Task Assignment Sheet PA-HE-36
Salad Maker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: PREPARING A SALAD INGREDIENT

INTRODUCTION

In the previous task assignment sheet, you sketched a plan for a tossed salad bar. Now you are ready to play the role of a salad maker in preparing the ingredients included in your plan. Preparing vegetables for a salad bar requires the use of several small hand tools. In this task assignment sheet, you will become familiar with some of the tools and learn how to use them to prepare the salad ingredients.

OBJECTIVE(S)

GIVEN the necessary equipment and ingredients,

PREPARE AN INGREDIENT FOR A TOSSED SALAD.

THE EQUIPMENT must be used in a safe manner. THE SALAD INGREDIENT must be useable as part of a tossed salad.

LEARNING ACTIVITIES

1. READ and STUDY Instruction Sheet I, USING FOOD HAND TOOLS.
2. IDENTIFY the hand tools in Student Self-Check I, IDENTIFYING FOOD HAND TOOLS.
3. WATCH your instructor demonstrate the use of the food hand tools.
4. PRACTICE using each of the food hand tools provided by your instructor. OBSERVE the safety rules for handling them.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a salad ingredient and the tool(s) for preparing it.

Prepare the ingredient for a tossed salad.

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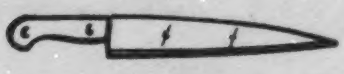
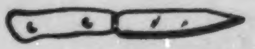
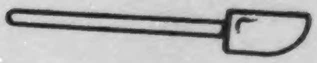
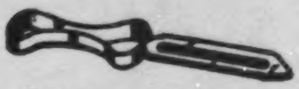
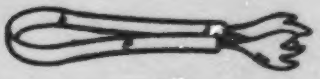
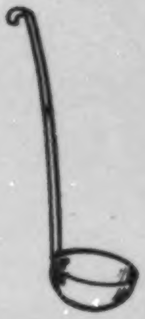
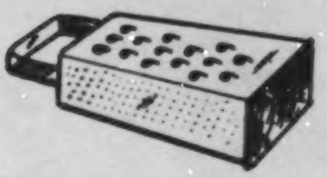
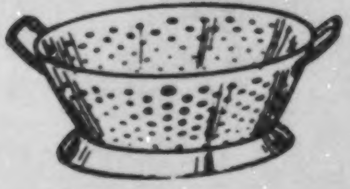
Instruction Sheet I

USING FOOD HAND TOOLS

There are several small hand tools used in commercial kitchens. The following are those most often used by salad makers.

TOOL	USE
1. French Knife 	Slicing, chopping, mincing, and dicing. Available in various blade lengths.
2. Paring Knife 	Peeling fruits and vegetables. (Also called a vegetable knife.)
3. Rubber Spatula 	Scraping mixtures from the bottom and sides of bowls or other utensils.
4. Vegetable Peeler 	Peeling fruits and vegetables. The blade moves from side to side.
5. Food Tongs 	Used instead of hands to serve foods and ice.

6. Ladle 	Serving dressings at the salad bar.
7. Box Grater 	Rubbing foods into smaller pieces. Each side has a different size grid.
8. Colander 	Washing and draining liquids from foods.

Using food hand tools requires special care and safety in handling. Here are some helpful hints:

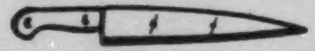
1. Never leave sharp-edged utensils in dishwater. Lay them aside, or wash, dry, and store them immediately after use. They are dangerous, especially if the person washing dishes is unware of their presence in the water.
2. Never leave utensils made of wood or with wooden parts soaking in water. Moisture causes wood to swell and warp.
3. Always dry knives and other metal tools completely before storing. Moisture causes rusting, which is dangerous if present on a food contact surface.
4. When handling knives or other sharp pointed tools to another person, hold them with the handle toward the receiver.
5. Use a cutting board whenever possible.

Student Self-Check I

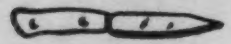
IDENTIFYING FOOD HAND TOOLS

Your instructor will provide a copy of this page. By each number, write the name of the food hand tool. Do not write on this page. When you have finished, check your answers with the ones at the bottom of the page.

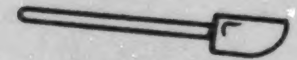
1. ______



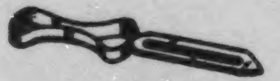
2. ______



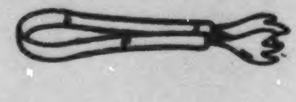
3. ______



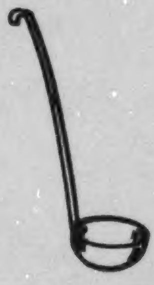
4. ______



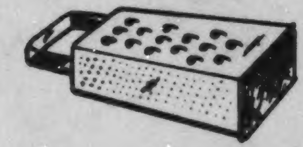
5. ______



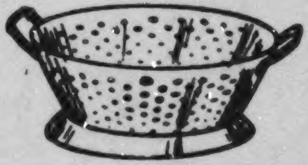
6. ______



7. ______



8. ______



ANSWERS:

1. French Knife
2. Paring Knife
3. Rubber Spatula
4. Vegetable Peeler
5. Food Tongs
6. Ladle
7. Box Grater
8. Colander

Instructor's Final Checklist

PREPARING A SALAD INGREDIENT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a salad ingredient, the student:

	Accomplished	Not Accomplished
1. Used the food hand tools in a safe manner	[ ]	[ ]
2. Prepared the ingredient so that it is useable for a tossed salad	[ ]	[ ]

Task Assignment Sheet PA-HE-37
Sanitary Technician

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: CLEANING FOOD SERVICE EQUIPMENT AND FACILITIES

INTRODUCTION

All state health departments require clean and sanitary equipment and facilities for commercial kitchens. The sanitary technician must take particular care to see that proper cleaning procedures are carried out. In this task assignment sheet, you will learn how to clean and sanitize food service equipment and facilities.

OBJECTIVE(S)

GIVEN soiled food service equipment, and dishwashing supplies,

CLEAN THE DISHES AND EQUIPMENT, SERVING AREA, AND SINK AREA.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, WASHING DISHES AND CLEANING THE FACILITIES.
2. WATCH the dishwashing procedures in your school kitchen.
3. PRACTICE arranging dishes in correct order for washing.
4. DRAW A DIAGRAM of a four-station assembly line for washing dishes. Your instructor will check your work.
5. ARRANGE to complete this task by going through the CHECK-OUT ACTIVITIES. (NOTE: COMPLETE THIS ACTIVITY AFTER GOING THROUGH TASK ASSIGNMENT SHEET PA-HE-39 and/or PA-HE-40.)

CHECK-OUT ACTIVITIES

Clean the dishes and equipment, serving area, and sink area.

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Instruction Sheet I

WASHING DISHES AND CLEANING THE FACILITIES

Special care must be taken when you wash the dishes and equipment, the serving area, and the sink area. You want to be sure they are as germ free as possible.

Cleaning and sanitizing are not done just any way. It is necessary to follow a step-by-step routine in most places. Here are the steps:

1. Prepare the dishes for washing.
    a. Scrape the dishes and stack them to one side of the sink.
    b. Place the dishes that are to be washed first closest to the sink.
    c. Put the dishes in the order they will be washed. Here is a good order:

        --glasses
        --knives, forks, and spoons
        --plates, cups and saucers, and eating bowls
        --serving dishes (used to hold the food before it was served on plates)
        --baking dishes
        --pots and pans

2. Prepare a four-station assembly line.
    a. Prewash - Fill the first sink with hot water. Add detergent and a sanitizer (a chemical that kills germs).
    b. Wash - Fill the second sink with hot water and detergent.
    c. Rinse - Fill the third sink with hot water.
    d. Drain - Place a clean dish drain beside the rinse sink.

3. Take each dish and piece of equipment through the assembly line.
    a. Wash dishes in the prewash water.
    b. Wash dishes in the wash water. Use a brush. Give extra care to the edges of glasses and the prongs of forks.
    c. Dip dishes in the rinse water.
    d. Stack dishes on end in the drainer.
    e. Dry and store the dishes and equipment.

4. Clean the serving area.
    a. Prepare clean water, detergent, and a sanitizer.
    b. Wipe and rinse the area.

5. Clean the sink area.
    a. Use cleansing agent recommended for sinks.
    b. Scrub and rinse the area.

Instructor's Final Checklist

CLEANING FOOD SERVICE EQUIPMENT AND FACILITIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In cleaning and sanitizing the food service equipment and facilities, the student:

	Accomplished	Not Accomplished
1. Prepared the dishes for washing	[ ]	[ ]
2. Prepared a four-station assembly line	[ ]	[ ]
3. Took each piece through the assembly line	[ ]	[ ]
4. Dried and stored each piece	[ ]	[ ]
5. Cleaned the serving area	[ ]	[ ]
6. Cleaned the sink area	[ ]	[ ]

Task Assignment Sheet PA-HE-38
Salad Maker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: PREPARING GARNISHES FOR A SALAD BAR

INTRODUCTION

While many salads are flavorful and nutritious, they often lack color. The salad maker makes garnishes (decorations or trimmings) to add color to the dishes. In this task assignment sheet, you will learn how to prepare garnishes for a salad bar.

OBJECTIVE(S)

GIVEN the necessary tool and a vegetable,

PREPARE A GARNISH FOR A TOSSED SALAD BAR.

YOUR GARNISH should be colorful, attractively designed, clean, fresh, and edible.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, PREPARING GARNISHES.
2. DISCUSS garnishes you have observed on commercial salad bars.
3. WATCH your teacher prepare some basic garnishes.
4. PRACTICE making a basic garnish.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a vegetable and the necessary tool.

Prepare a garnish for a tossed salad bar.

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Instruction Sheet I

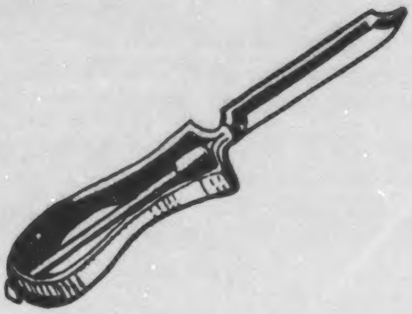
PREPARING GARNISHES

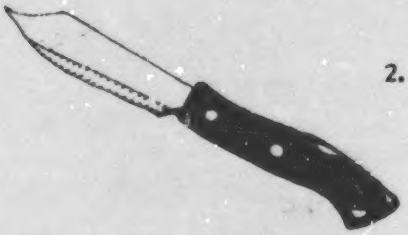
Selecting Garnishes

1. Use good quality foods.
2. Use a variety of textures, colors, and flavors.
3. Keep the garnishes simple, but attractive.
4. Keep the garnishes clean and fresh.
5. Use natural, not artificial colors. The garnishes should be edible.
6. Use colors that harmonize with the foods. Try using bright colors.
7. Use cold garnishes for a tossed salad bar.
8. Remember, the food is more important than the garnish.

Preparing Basic Garnishes

1. Use a vegetable peeler to make a carrot curl.





2. Use a paring knife to make radish roses and accordians.

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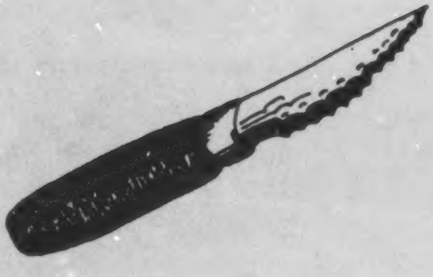
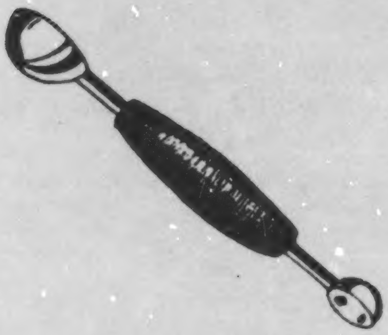
3. Hollow stuffed carrots with a corer.





4. Make cheese and melon balls with a melon baller.

5. Use a bowl of ice water to make some vegetable garnishes, such as radish roses, spread apart.

Instructor's Final Checklist

PREPARING GARNISHES FOR A SALAD BAR

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's garnish was:

	Accomplished	Not Accomplished
1. Colorful	[ ]	[ ]
2. Attractively designed	[ ]	[ ]
3. Clean	[ ]	[ ]
4. Fresh	[ ]	[ ]
5. Edible	[ ]	[ ]

Task Assignment Sheet PA-HE-39
Salad Maker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: PREPARING GREENS FOR A TOSSED SALAD

INTRODUCTION

You have already prepared an ingredient and a garnish to be used in a tossed salad. Now it is time to get it ready for the salad bar. A salad maker takes particular care in storing and handling these foods. In this task assignment you will learn how to make the base for the tossed salad.

OBJECTIVE(S)

GIVEN salad greens,

SELECT AND PREPARE A SALAD GREEN FOR USE IN A TOSSED SALAD.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, SELECTING SALAD GREENS. DISCUSS the information.
2. EXAMINE several kinds of salad greens. Your instructor will provide a variety.
3. READ Instruction Sheet II, PREPARING SALAD GREENS. DISCUSS the information.
4. WATCH your instructor demonstrate preparing salad greens for a tossed salad.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Select and prepare a salad green to use in a tossed salad.

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Instruction Sheet I

SELECTING SALAD GREENS

You can choose a variety of salad greens that are suitable for a tossed salad. Look over this list.

Iceburg lettuce has a solid head with tightly packed leaves. It has a mild flavor.

Bibb lettuce has tender, deep green leaves. The leaves are used whole. It has a sweet flavor.

Curly endive has a lacy texture and dark green leaves. It has a tangy flavor.

Escarole has yellow-edged, dark green leaves. It has a mild flavor.

Romaine has a long head with crisp leaves. It has a sharp flavor.

Leaf lettuce has light green, curly leaf. It has a delicate flavor.

Fresh spinach has curly, dark green leaves. It has a mild flavor. It adds nutrients to a salad.

When selecting the greens, select those of high quality. Avoid wilted, shriveled, discolored greens.

Instruction Sheet II

PREPARING SALAD GREENS

There are several things to remember when preparing greens for a tossed salad.

Preparing the Greens

1. Wash your hands before handling the greens.
2. Wash and trim the greens as soon as possible. Remove all wilted, discolored, and shriveled spots.
3. If ice water has been used to freshen the greens, drain them thoroughly.

Preparing the Salad

1. To prevent bruising, tear or break the greens rather than cutting them.
2. Place the greens close together, not spread apart.
3. Shred or chop some greens to give height to an otherwise flat-looking salad.
4. Mix the various greens together in the bowl. Do not arrange them in layers.
5. Store the greens in an airtight container and place them in the refrigerator until they are ready to use.

Instructor's Final Checklist

PREPARING GREENS FOR A TOSSED SALAD

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing salad greens, the student:

	Accomplished	Not Accomplished
1. Selected a green suitable for a tossed salad	[ ]	[ ]
2. Washed his/her hands before handling the food	[ ]	[ ]
3. Washed and trimmed the greens	[ ]	[ ]
4. Drained the greens if they had been placed in ice water	[ ]	[ ]
5. Tore or broke the greens	[ ]	[ ]
6. Placed the greens close together in the container.	[ ]	[ ]
7. Mixed the greens together.	[ ]	[ ]
8. Stored the greens in an airtight container	[ ]	[ ]
9. Stored the greens in the refrigerator	[ ]	[ ]

Task Assignment Sheet PA-HE-40
Salad Maker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: OPERATING A SALAD BAR

INTRODUCTION

The salad ingredients you prepared earlier are ready to be served at the salad bar. As you go through this task assignment sheet, you will set up the salad bar just as a salad maker in a restaurant would do. After the salad has been served, you will clean and sanitize the utensils, serving area, and sink area.

OBJECTIVE(S)

GIVEN salad ingredients, serving equipment, tableware, and cleaning supplies,

PARTICIPATE IN OPERATING A SALAD BAR.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. ARRANGE the salad ingredient you prepared earlier in a serving bowl.
2. GARNISH the bowl of salad greens with the garnish you prepared earlier.
3. ARRANGE your salad ingredient in a logical place on the salad bar.
4. PLACE the appropriate serving utensil in your salad ingredient.
5. ARRANGE napkins, plates, and forks at the starting points of the salad bar.
6. PARTICIPATE in a tossed salad party.
7. HELP CLEAN the serving dishes and utensils, serving area, and sink area. (NOTE: This can be your Check-Out Activity for Task Assignment Sheet PA-HE-37.)
8. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

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CHECK-OUT ACTIVITIES

You should have participated in the Learning Activities listed above. Check with your instructor to see if you completed them satisfactorily.

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Instructor's Final Checklist

OPERATING A SALAD BAR

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In operating a salad bar, the student:

	Accomplished	Not Accomplished
1. Arranged his/her salad ingredient attractively in a serving bowl	☐	☐
2. Garnished the bowl of salad greens	☐	☐
3. Arranged his/her salad ingredient in a logical place on the salad bar	☐	☐
4. Placed the appropriate serving utensil in his/her salad ingredient	☐	☐
5. Arranged napkins, plates, and forks at the starting point of the salad bar	☐	☐
6. Had a helping of tossed salad (optional)	☐	☐
7. Helped clean the dishes, serving area, or sink area	☐	☐

Task Assignment Sheet PA-HE-41
Housekeeper

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: USING CLEANING TOOLS

INTRODUCTION

Places, such as hotels and motels, employ people who keep the rooms and other parts of the buildings clean. These employees are called housekeepers. They must be familiar with the different kinds of cleaning tools that are available, and know how to use them. In this task assignment sheet you will learn the use of some basic cleaning tools.

OBJECTIVE(S)

GIVEN a cleaning tool,

DEMONSTRATE THE TOOL.

YOUR DEMONSTRATION should include the name of the tool, the purpose of the tool, and the use of the tool.

LEARNING ACTIVITIES

1. STUDY Instruction Sheet I, CLEANING TOOLS.
2. WATCH your instructor demonstrate each cleaning tool. WRITE the use of each tool on Instruction Sheet I as it is demonstrated. DISCUSS your answers with the class.
3. PRACTICE using each cleaning tool.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will assign you a cleaning tool to demonstrate.

Give the name and purpose of the tool and demonstrate its use.

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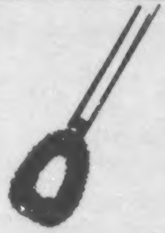
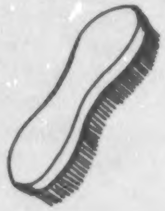
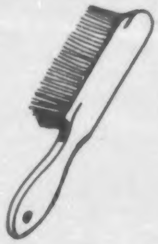
Instruction Sheet I

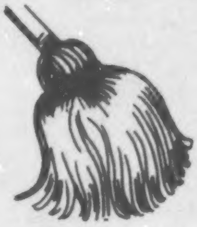
CLEANING TOOLS

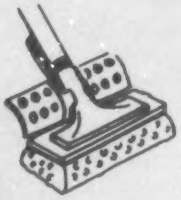
Study each of the cleaning tools pictured below. As your instructor demonstrates the use of each one, write its use in the spaces under the tool. Your instructor will provide you a copy of this sheet. Do not write on this page.

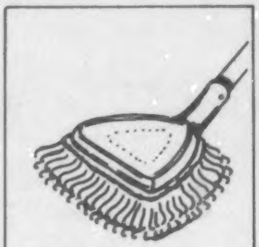

TOILET BRUSH

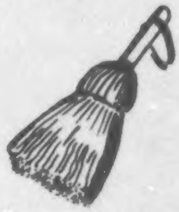

SCRUB BRUSH

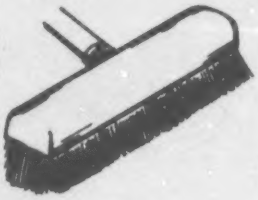

DUSTPAN BRUSH

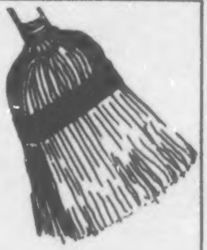

STRING MOP


SPONGE MOP


DUST MOP


WHISK BROOM


PUSH BROOM


STRAW BROOM

Instructor's Final Checklist

USING CLEANING TOOLS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's demonstration of a cleaning tool included:

	Accomplished	Not Accomplished
1. The name of the tool	☐	☐
2. The purpose of the tool	☐	☐
3. A demonstration of the use of the tool	☐	☐

Task Assignment Sheet PA-HE-42
Housekeeper

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: MAKING A BED

INTRODUCTION

Whether a housekeeper works at home or outside the home, making beds is an important part of a day's work. The gainfully employed housekeeper is instructed to follow special procedures in making beds. In this task assignment sheet, you will learn how to make a bed.

OBJECTIVE(S)

GIVEN a bed and bed linens,

MAKE THE BED.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, MAKING AND CARING FOR BEDS. DISCUSS the information.
2. WATCH your instructor demonstrate making a bed.
3. PRACTICE making a bed.
4. ARRANGE with your instuctor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a bed and bed linens.

Make the bed.

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Instruction Sheet I

MAKING AND CARING FOR BEDS

Here is the procedure for making a bed:

1. Put the mattress pad on the bed.
2. Place the bottom sheet on the bed with the end even with the foot of the bed. Turn it under the mattress and smooth out the wrinkles.
3. Place the top sheet on with the large hem even with the head of the bed. Be sure it is even over both sides of the bed. Smooth out the wrinkles.
4. Place the blanket over the top sheet. The top hem of the blanket should be about six inches from the head of the bed. Be sure it is even over the sides of the bed. Smooth out the wrinkles. Together turn the top sheet and blanket under the mattress at the foot of the bed. Make "mitered corners."
5. Returning to the head of the bed, turn the top sheet back over the top six inches of the blanket.
6. Place the spread on the bed, taking special care to have it even around the bottom and sides. The sheet should not show. Turn the spread back at the head so that the pillows can be put in place.
7. Place the pillows evenly across the top of the bed with open ends toward the sides of the bed. Smooth out any wrinkles. Turn the spread back over the pillows.

Caution: Do not use bed linens that are torn or dirty.

Instructor's Final Checklist

MAKING A BED

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The bed showed:

	Accomplished	Not Accomplished
1. Mitered corners	☐	☐
2. The large hem of the top sheet turned back over the blanket	☐	☐
3. Even amounts of top sheet, blanket, and bedspread (free of wrinkles) over both sides of the bed free of wrinkles	☐	☐
4. Wrinkle-free pillows with open ends facing sides of bed	☐	☐
5. The spread turned back (free of wrinkles) over pillows free of wrinkles	☐	☐

Task Assignment Sheet PA-HE-43
Housekeeper

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: DUSTING FURNITURE

INTRODUCTION

Furniture is often an expensive item for a business and must be well taken care of. In hospitals and in doctors' treatment and waiting rooms, special care must be taken in cleaning and disinfecting the furniture. For these reasons the housekeeper sees to it that the furniture is properly dusted frequently. In this task assignment sheet, you will learn the three methods of dusting.

OBJECTIVE(S)

GIVEN a piece of furniture and dusting supplies,

DUST THE FURNITURE,

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, DUSTING WASHABLE SURFACES.
2. WATCH your instructor demonstrate damp dusting.
3. PRACTICE damp dusting.
4. READ and DISCUSS Instruction Sheet II, DUSTING WOOD FURNITURE.
5. WATCH your instructor dust wood furniture.
6. PRACTICE dusting wood furniture.
7. READ and DISCUSS Instruction Sheet III, CLEANING METAL FURNITURE.
8. WATCH your instructor clean metal furniture.
9. PRACTICE cleaning metal furniture.
10. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

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Check-Out Activities

Your instructor will assign you a piece of furniture and dusting supplies.

Dust the furniture, using the proper dusting method.

Instruction Sheet I

DUSTING WASHABLE SURFACES

Follow these steps when dusting a washable surface:

1. Saturate a clean dust cloth with a cleaner disinfectant.
2. Wring the cloth as dry as possible.
3. Wipe the washable surface.
4. Rinse the cloth when it becomes dirty.
5. Repeat steps 2, 3, and 4.
6. Rinse out the cloth.

Instruction Sheet II

DUSTING WOOD FURNITURE

Follow these steps when dusting wood furniture:

1. Fold a treated dust cloth into squares.
2. Wipe the surfaces from top to bottom with the cloth. Use straight, overlapping strokes.
3. Unfold the dirty square to a clean square of the cloth.
4. Move objects to dust under them.
5. Store the treated dust cloth in a metal container.

Instruction Sheet III

CLEANING METAL FURNITURE

Follow these steps to clean metal furniture:

1. Dust the furniture with a treated dust cloth.
2. Wipe the surface with a cleaning solution.
3. Rinse the surface with warm water.
4. Dry and polish the surface with a clean, soft cloth.
5. Store the treated dust cloth in a metal container.

Instructor's Final Checklist

DUSTING FURNITURE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. To dust a washable surface, the student:		
a. Saturated a clean dust cloth with a cleaner disinfectant	☐	☐
b. Wrung the cloth as dry as possible	☐	☐
c. Wiped the surface	☐	☐
d. Rinsed the cloth when it became dirty	☐	☐
e. Repeated steps b,c, and d	☐	☐
f. Rinsed out the cloth and put away the supplies	☐	☐
2. To dust the wood furniture, the student:		
a. Folded treated dust cloth into squares	☐	☐
b. Wiped the surfaces from top to bottom	☐	☐
c. Used straight, overlapping strokes	☐	☐
d. Unfolded the dirty square to a clean square of cloth	☐	☐
e. Dusted under objects on the furniture	☐	☐
f. Stored the dust cloth in a metal container	☐	☐
3. To clean metal furniture, the student:		
a. Used a treated dust cloth	☐	☐
b. Wiped the surface with a cleaning solution	☐	☐
c. Rinsed the surface with warm water	☐	☐
d. Dried and polished the surface witn a clean, soft cloth	☐	☐
e. Stored the treated cloth in a metal container	☐	☐

Task Assignment Sheet PA-HE-44
Housekeeper

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: OPERATING A VACUUM CLEANER

INTRODUCTION

Keeping the carpeting clean is another duty a housekeeper must perform. In order to do this, the housekeeper uses vacuum cleaners with skill. In this task assignment sheet, you will learn how to operate a vacuum cleaner using the three-stroke method.

OBJECTIVE(S)

GIVEN a vacuum cleaner and a cleaning area,

CLEAN THE AREA.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. EXAMINE the different types of vacuum cleaners in Instruction Sheet I, VACUUM CLEANERS. LISTEN to your instructor describe the purpose of each type.
2. READ Instruction Sheet II, USING A VACUUM CLEANER.
3. DISCUSS each step of operating a vacuum cleaner.

   WATCH your instructor demonstrate the steps.
4. PRACTICE assembling the vacuum cleaner and using the three-stroke method of cleaning.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will assign you a vacuum cleaner and an area to be cleaned.

Clean the area.

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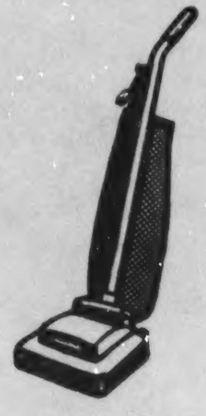
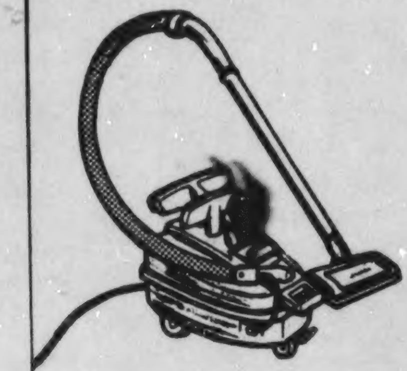
Instruction Sheet I

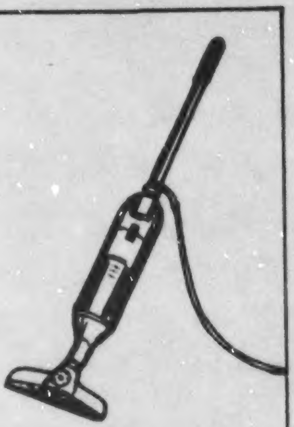
VACUUM CLEANERS



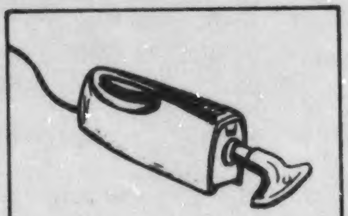
UPRIGHT VACUUM



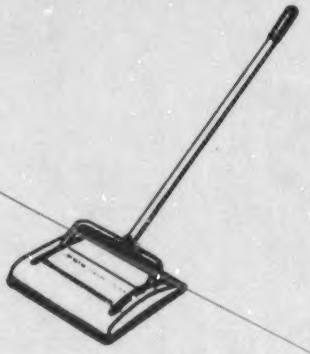
CANISTER VACUUM



BROOM VACUUM



HAND VACUUM



CARPET SWEEPER

Instruction Sheet II

USING A VACUUM CLEANER

Follow these steps in operating a vacuum cleaner.

1. Assemble the equipment, if necessary.
2. Move the furniture.
3. Plug in the electrical cord.
4. Turn on the vacuum cleaner by pushing the "on" button.
5. Clean the entire area using the three-stroke method (slowly forward-backward-forward). Move forward in the direction of the grain.
6. Turn off the vacuum cleaner by pushing the "off" button.
7. Unplug the vacuum cleaner.
8. Put the cord in its proper place.
9. If necessary, disassemble the equipment.
10. Place the furniture in its original position.

Instructor's Final Checklist

OPERATING A VACUUM CLEANER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When cleaning the area, the student:

	Accomplished	Not Accomplished
1. Assembled the equipment, when necessary	[ ]	[ ]
2. Moved the furniture	[ ]	[ ]
3. Plugged in the electrical cord	[ ]	[ ]
4. Turned on the vacuum cleaner	[ ]	[ ]
5. Used the three-stroke method to clean the area	[ ]	[ ]
6. Pushed the vacuum cleaner forward in the direction of the grain	[ ]	[ ]
7. Turned off the vacuum cleaner	[ ]	[ ]
8. Unplugged the vacuum cleaner	[ ]	[ ]
9. Disassembled the equipment, if necessary	[ ]	[ ]
10. Placed the furniture in its original position	[ ]	[ ]

Task Assignment Sheet PA-HE-45
Housekeeper

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: CLEANING A VACUUM CLEANER

INTRODUCTION

One of the secrets to keeping cleaning equipment in good running order is to keep it clean. A housekeeper pays particular attention to emptying the dirt that has accumulated in the vacuum cleaner. In this task assignment sheet, you will learn how to clean a vacuum cleaner.

OBJECTIVE(S)

GIVEN a vacuum cleaner and necessary supplies,

CLEAN THE VACUUM CLEANER.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, CLEANING A VACUUM CLEANER.
2. WATCH your instructor demonstrate cleaning a vacuum cleaner.
3. PRACTICE cleaning a vacuum cleaner.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a vacuum cleaner and the necessary cleaning supplies.

Clean the vacuum cleaner.

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Instruction Sheet I

CLEANING A VACUUM CLEANER

Follow these steps in cleaning a vacuum cleaner:

1. Disconnect the cord from the electrical outlet.

2. Carry the machine to the designated cleaning area.

3. Spread newspapers on the floor and place the vacuum cleaner on it.

4. Remove the bag.

   a. If the bag is disposable, throw it away.
   b. If the bag is cloth, empty the dirt on a separate piece of newspaper. Carefully roll up the newspaper and dispose of it.

5. Replace a new bag in the machine.

6. Dispose of the newspapers.

7. Wipe the machine and cord with a damp cloth.

Instructor's Final Checklist

CLEANING A VACUUM CLEANER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When cleaning the vacuum cleaner, the student:

	Accomplished	Not Accomplished
1. Disconnected the cord from the electrical outlet	[ ]	[ ]
2. Carried the machine to the designated area	[ ]	[ ]
3. Placed the machine on newspapers	[ ]	[ ]
4. Removed the bag		
a. Disposed of a disposable bag or	[ ]	[ ]
b. Emptied dirt from a cloth bag onto a separate piece of . . .	[ ]	[ ]
newspaper, rolled up newspaper, and disposed of it	[ ]	[ ]
5. Replaced a new bag in the machine	[ ]	[ ]
6. Disposed of the newspapers	[ ]	[ ]
7. Wiped the machine and cord with a damp cloth	[ ]	[ ]

Task Assignment Sheet PA-HE-46
Housekeeper

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: PREPARING A HOUSEKEEPING CART

INTRODUCTION

To organize the housekeeping work, a housekeeper prepares a cart which carries the supplies and equipment needed for the day. A cart can save much time and energy for the housekeeper, because it can be pushed from room to room. In this task assignment sheet, you will learn how to prepare a housekeeping cart.

OBJECTIVE(S)

GIVEN a housekeeping cart and supplies and equipment in a storage area,

PREPARE THE CART FOR CLEANING A HOTEL BEDROOM AND BATHROOM.

THE CART should contain the supplies and equipment needed for the day's work. THE SUPPLIES should be arranged on the cart according to convenience and frequency of use.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, PREPARING A HOUSEKEEPING CART.
2. FIND pictures of bedrooms and bathrooms. IDENTIFY articles in the pictures that would be included on a housekeeping cart.
3. WATCH your instructor prepare a housekeeping cart.
4. DRAW a plan for a well prepared housekeeping cart. LABEL the equipment and supplies you have included. SHARE your illustration with the class. NAME the articles you have included and SHOW how you have arranged them on the cart.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

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Check-Out Activities

Go to the storage area, and select supplies and equipment necessary for cleaning a bedroom and a bathroom. Arrange the items you select on a housekeeping cart.

Instruction Sheet I

PREPARING A HOUSEKEEPING CART

Follow these steps in preparing a housekeeping cart:

1. Select supplies and equipment needed for a bedroom and a bathroom.
   a. Disposable paper supplies such as paper towels, facial tissues, toilet tissue
   b. Cleaning supplies such as furniture wax and cleaner, sink cleanser, toilet bowl cleanser
   c. Cleaning equipment such as brushes, broom, vacuum cleaner, mop, dust pan, sponge, dust cloth
   d. Toilet soap
   e. Bed linens and bath linens
   f. A trash bag or other trash receptical

2. Arrange the supplies and equipment in logical order. Place the most frequently used items near the front of the cart.

3. Stack the linens in complete sets.

Instructor's Final Checklist

PREPARING A HOUSEKEEPING CART

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a housekeeping cart, the student:

	Accomplished	Not Accomplished
1. Selected supplies and equipment needed for cleaning a bedroom and a bathroom	☐	☐
2. Included supplies and equipment necessary for a day's work	☐	☐
3. Arranged the items on the cart in logical order according to convenience and frequency of use	☐	☐

Task Assignment Sheet PA-HE-47
Laundry Worker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: SORTING ARTICLES FOR LAUNDERING

INTRODUCTION

Textiles will look their best and will last longer when they are properly laundered. A laundry worker follows several basic procedures for laundering clothing and other textiles. In this task assignment sheet, you will learn how to sort articles for laundering.

OBJECTIVE(S)

GIVEN an assortment of soiled articles of clothing and household textiles,

SORT THE ARTICLES FOR LAUNDERING.

THE ARTICLES should be sorted into the four basic groupings.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, GUIDELINES FOR SORTING TEXTILES.
2. VIEW a display of washable textiles.
3. COLLECT pictures of washable clothing and household items. ATTACH your pictures in the proper boxes in Student Self-Check I, SORTING TEXTILES BY GROUPS.
4. WATCH your instructor demonstrate sorting articles for laundering.
5. PRACTICE sorting articles for laundering.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide an assortment of soiled articles.

Sort the articles for laundering.

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Instruction Sheet I

GUIDELINES FOR SORTING TEXTILES

Sorting means to separate items into different washloads. As you sort items, sort them into the following groups:

1. Sturdy whites and colorfast items, such as towels, sheets, pillow cases and napkins.
2. Noncolorfast items, such as colorful household linens.
3. Heavily soiled items, such as cleaning towels and cloths.
4. Delicate items, such as lacy table cloths, napkins, or bed linens.

---

*Adapted from Housing and Home Furnishings Module HHF-4, "Laundering Household Textiles."

Student Self-Check I

SORTING TEXTILES BY GROUPS

Collect pictures of washable clothing and household textiles. Sort them by washloads, and attach in the proper box below. Do not use this page. Your instructor will provide you a copy.

Sturdy Whites and Colorfast Items	Noncolorfast Items
Heavily Soiled Items	**Delicate Items**

Instructor's Final Checklist

SORTING ARTICLES FOR LAUNDERING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In sorting articles for laundering, the student separated:

	Accomplished	Not Accomplished
1. Sturdy whites and colorfast items	[ ]	[ ]
2. Noncolorfast items	[ ]	[ ]
3. Heavily soiled items	[ ]	[ ]
4. Delicate items	[ ]	[ ]

Task Assignment Sheet PA-HE-48
Laundry Worker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: CHOOSING AND MEASURING LAUNDRY AIDS

INTRODUCTION

Once the laundry has been sorted, the laundry worker selects the proper laundry aids for each washload. The laundry worker also measures the correct amount of each product used. In this task assignment sheet, you will select and measure cleaning products that are appropriate for different washloads.

OBJECTIVE(S)

GIVEN a load of laundry,

CHOOSE AND MEASURE THE CORRECT AMOUNTS OF LAUNDRY AIDS TO BE USED.

THE LAUNDRY AIDS chosen and the AMOUNTS MEASURED should be suitable for the washload.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, LAUNDRY AIDS.
2. WATCH your instructor demonstrate how soaps and detergents enable water to penetrate fabrics faster and more thoroughly.
3. EXPERIMENT with swatches of fabric and laundry aids to determine which products are most suitable for the different fabrics.
4. DETERMINE the correct amounts of the products you chose in Learning Activity 3. Your instructor will assist you in this activity.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will assign you a load of laundry.

Using the laundry supplies available, choose and measure those suitable for the washload.

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Instruction Sheet I

LAUNDRY AIDS

There are many laundry products which can help you in laundering clothes and household textiles. When purchasing laundry products, be sure to do the following:

--Read the label of the product to make sure it is the one you need.
--If you are using a product for the first time, buy a small package for a trial use. If you do not like the product, you will not have as much of the product left to use or discard or as much money invested.

Laundry aids include detergents, soaps, presoaks, bleaches, water conditioners, fabric softeners, whiteners and brighteners, starches, and disinfectants. In order to use the laundry aids effectively, you need to know how each of them works. In the following paragraphs you will learn about the purposes of different laundry aids. Always follow the instructions for use on the label when using a laundry aid.

Soaps

Soaps are made from fats and oils combined with lye. They come in several different forms:

--bar
--flake
--liquid
--powder

Soaps are more effective when used in soft water and according to the directions on the product label. When soaps are used in hard water, they form a curd or film in the water. This causes fabrics to turn gray and stiff.

Detergents

Detergents are synthetic in nature, being made of petroleum products combined with natural fats and oils. Detergents help loosen dirt and soils from fabrics. They also help brighten fabrics and make them pleasant smelling. Detergents come in liquid and powdered forms. Some are normal-sudsing and others are low-sudsing. The low-sudsing detergents are recommended for front loading washers. Detergents containing phosphates are not permitted in some areas of the country because they cause water pollution.

Enzyme Presoaks

Enzyme presoaks are used to remove protein-type stains, such as blood and body oil, while soaking the fabric. This laundry aid is usually used as the first step in laundering the soiled fabric, especially if you have your own washer and have facilities to presoak. Some laundry detergents contain enzymes.

Bleaches

Bleaches are used on white cottons and linens to remove stains and to keep them white. Some bleaches destroy bacteria. All-fabric or oxygen bleach can be used on colorfast fabrics to brighten them. There are three basic types of bleaches:

--liquid chlorine bleach, which is very strong
--powered chlorine bleach, which is milder than the liquid
--all-fabric or oxygen bleach, which is very mild

Caution: NEVER pour liquid bleach directly onto the fabric. Always dilute it with water first. Bleach will burn holes in some fabrics. It will also weaken the fibers and cause a shorter life for the fabric if used too often.

Household Ammonia

Household ammonia is used as a laundry aid to remove grease and oil from fabric. Care should be taken when using this product because it is highly poisonous to breathe.

Caution: NEVER mix ammonia and chlorine bleach. This mixture forms a deadly gas.

Water Conditioners

There are two types of water conditioners. One type removes the hard water minerals from the water by the process of settling them. The other type causes the hard water minerals to remain in the water rather than in the fabric. Water conditioners help soaps and detergents clean fabrics better. They help avoid the scum or film that is left from the soap.

Fabric Softeners

Fabric softeners are usually used in the final rinse. However, fabric softener sheets are available for using in the dryer. Fabric softener helps make fabrics soft and fluffy. It also controls static electricity in synthetic fabrics and reduces wrinkles and deep creases. You should avoid using too much softener in towels since it reduces their absorbency.

*Adapted from Housing and Home Furnishings Module HHF-4, "Laundering Household Textiles."

Instructor's Final Checklist

CHOOSING AND MEASURING LAUNDRY AIDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student:

	Accomplished	Not Accomplished
1. Chose the laundry aids that were suitable for the washload	[ ]	[ ]
2. Measured the proper amounts of laundry aids for the washload	[ ]	[ ]

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: OPERATING A CLOTHES WASHER

INTRODUCTION

You have sorted the laundry and prepared the laundry aids in previous activities. Now you are ready to do the laundry. Although the washers in a commercial laundry are much larger than the ones in your classroom, the laundry process is basically the same. In this task assignment sheet, you will learn how to operate a clothes washer.

OBJECTIVE(S)

GIVEN a clothes washer, a load of laundry, and a supply of laundry aids,

WASH A LOAD OF LAUNDRY.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, CHOOSING THE WATER TEMPERATURE. DETERMINE the correct water temperature for each washload previously prepared. WATCH your instructor demonstrate how to set water temperatures on the washer.
2. READ and DISCUSS Instruction Sheet II, OPERATING THE WASHER.
3. WATCH your instructor demonstrate loading a washer and setting the dials for the four kinds of washloads.
4. PRACTICE loading the washer.
5. MARK the proper dial settings for each of the four kinds of washloads. You instructor will provide a worksheet.
6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Use the clothes washer to wash a load of laundry.

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Instruction Sheet I*

CHOOSING THE WATER TEMPERATURE

The temperature of the wash water is important because it directly affects cleaning, wrinkling, the dyes in the fabric, and fabric finishes.

Very hot water is best for the most soil removal and for disinfecting. However, very hot water will cause wrinkles in snythetic fabrics. It will also cause some fabrics to lose their color or their fabric finish.

Warm water temperatures do not disinfect the fabrics being laundered. Warm temperatures are best to help preserve color and finishes on fabrics and to help prevent wrinkling.

Warm or cold water is satisfactory for rinsing fabrics. A cold water rinse is best for permanent press or durable press fabrics and synthetics. Using warm and cold water saves energy since the water does not have to be heated to a very high temperature.

The following list suggests the water temperature for fabrics:

VERY HOT--white clothes, linens, and heavily soiled items that are colorfast.

MEDIUM HOT--lightly soiled linens and cottons in white or colorfast colors. Cottons and linens with crease and wrinkle resistant finishes do best in medium hot water.

WARM--silks, washable woolens, synthetics, and permanent press fabrics.

COLD--noncolorfast items, lightly soiled items, synthetics, and permanent press fabrics.

---

*Adapted from Housing and Home Furnishings Module HHF-4, "Laundering Household Textiles."

Instruction Sheet II*

OPERATING THE WASHER

Follow the instructions for operating the washer in the use-and-care manual or inside the door of the washer. Also, follow these general procedures for operating the washer:

1. Fill the washer with clothes, but do not overload. The clothes should move easily in the water in order to get the cleanest. Overloading can:

   --reduce the movement of sudsy water.
   --result in uneven cleaning.
   --cause too much friction of the fabrics (which causes wear).
   --cause an increase in lint.
   --damage the machine.

   Mix large and small items in each load so that there is better circulation and cleaning action.

2. Select the water temperature for the wash load.

3. Select the water level for the size of the load.

4. Select the agitation and spin speeds. (Agitation and spin speed refers to the action of the washing machine during the wash and rinse cycles.) Faster speeds are best for soil removal but may cause wrinkles in fabrics. Slower speeds are best for delicates, synthetics, and permanent press fabrics.

5. Use the recommended kind and amount of laundry aids, e.g., soap, detergent, bleach, fabric softener. Some washing machines have automatic dispensers for certain laundry products. If the machine does not have a dispenser, add the laundry aid at the appropriate time in the wash cycle.

6. Close the washer lid.

7. Turn on the washer.

---

*Adapted from Housing and Home Furnishings Module HHF-4, "Laundering Household Textiles."

Instructor's Final Checklist

OPERATING A CLOTHES WASHER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When washing a load of laundry, the student:

	Accomplished	Not Accomplished
1. Loaded the washer with the proper amount of laundry	☐	☐
2. Set the water temperature recommended for the washload . . .	☐	☐
3. Set the water level for the size of the washload	☐	☐
4. Adjusted the dial settings recommended for the washload . . .	☐	☐
5. Added the laundry aids suitable for the washload	☐	☐
6. Closed the washer lid	☐	☐
7. Turned on the machine	☐	☐

Task Assignment Sheet PA-HE-50
Laundry Worker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: DRYING AND FOLDING LAUNDRY

INTRODUCTION

Once laundry has been washed, it has to be dried and folded. There are two ways to dry clothes and other items: using the clothes dryer and air drying on a rack or clothesline. A laundry worker always uses a dryer and follows a plan for folding each item. In this task assignment sheet, you will learn how to operate a clothes dryer and to fold the laundry.

OBJECTIVE(S)

GIVEN a load of wet laundry and a clothes dryer,

DRY AND FOLD THE LOAD OF LAUNDRY.

THE DRYER SETTINGS should be appropriate for the load of laundry. EACH PIECE should be folded for convenient use. It should be neat and with a minimum of wrinkles.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, OPERATING A CLOTHES DRYER.
2. WATCH your instructor demonstrate adjusting the control settings on the dryer.
3. MARK the correct dial settings for the four basic washloads. Your instructor will provide a worksheet.
4. EXAMINE a display of folded articles.
5. PRACTICE folding articles for each washload.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Dry and fold the load of laundry that you washed in Task Assignment Sheet PA-HE-49.

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Instruction Sheet I*

OPERATING A CLOTHES DRYER

When using a clothes dryer, read the operating instructions in the use-and-care manual. If the manual is not available, the following procedures may be followed:

1. Read the permanent-care labels on the items being laundered to determine which items can be safely dried in the dryer.
2. Load the dryer. Avoid overloading, because too many clothes in the dryer will cause twisting and wrinkling, as well as take longer to dry.
3. Select the proper drying temperature and setting. Dry similar items together. Dry cottons and linens on higher temperatures. Dry synthetics, delicates, and permanent-press fabrics on lower temperatures. Some dryers automatically cool down at the end of the drying time. This helps to eliminate wrinkles.
4. Turn on the dryer.
5. Avoid overdrying the fabrics. Overdrying may set wrinkles, may cause fabrics to feel harsh and stiff, and may cause shrinking.
6. Remove the items from the dryer as soon as the dryer stops. This will prevent wrinkling.
7. Clean the lint filter after each dryer use. If the filter is too full, the drying time is increased. Cleaning the filter helps to save energy.

---

*Adapted from Housing and Home Furnishings Module HHF-2, "Laundering Household Textiles."

Instructor's Final Checklist

DRYING AND FOLDING LAUNDRY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. In drying the laundry, the student:		
a. Determined which items could be safely dried in the dryer	☐	☐
b. Loaded the dryer with a proper amount of laundry	☐	☐
c. Selected the drying temperature and setting appropriate for the load of laundry	☐	☐
d. Turned on the dryer	☐	☐
e. Avoided overdrying the items	☐	☐
f. Removed the items as soon as the dryer stopped	☐	☐
g. Cleaned the lint filter	☐	☐
2. In folding the laundry, the student:		
a. Folded each piece so that it can be used conveniently	☐	☐
b. Folded each piece neatly	☐	☐
c. Folded each piece with a minimum of wrinkling	☐	☐

Task Assignment Sheet PA-HE-51
Interior Designer

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: MATCHING COLOR SCHEMES

INTRODUCTION

Interior designers plan and furnish the interiors of homes and buildings. Sometimes they even plan and furnish the interiors of ships. They use art skills, as well as home economics skills, in their work. For example, working out color schemes--an art skill--is an important part of an interior designer's work. In this task assignment sheet, you will learn how to match color schemes.

OBJECTIVE(S)

(1) GIVEN a model color wheel and the necessary supplies,

MAKE A COLOR WHEEL AND LABEL THE COLORS.

YOUR COLOR WHEEL should include the primary, secondary, and intermediate colors.

(2) GIVEN magazine pictures,

SELECT A PICTURE TO MATCH EACH BASIC COLOR SCHEME.

YOUR SELECTIONS should match the monochromatic, complementary, and adjacent color schemes.

LEARNING ACTIVITIES

1. STUDY and DISCUSS the color wheels in Instruction Sheet I, COLOR WHEELS.
2. EXPERIMENT with colors. MIX primary colors to make secondary colors, and mix secondary colors to make intermediate colors. Use tempra paints. (Your instructor will decide whether you will do this activity.)
3. CONSTRUCT an Intermediate Color Wheel like the one in Instruction Sheet I. USE construction paper or crayons for the colors. LABEL each color.
4. READ and DISCUSS Instruction Sheet II, BASIC COLOR SCHEMES.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

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CHECK-OUT ACTIVITIES

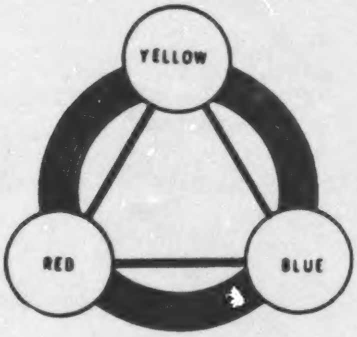
1. Your instructor will provide a model color wheel and the necessary supplies. Make a color wheel and label the colors.

2. Your instrucor will provide pictures from magazines. Select a picture to match each basic color scheme. Make an attractive display of your pictures.

Instruction Sheet I

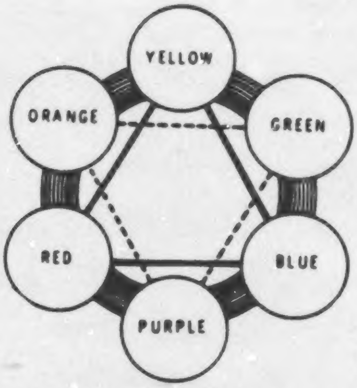
COLOR WHEELS

Below are the three basic color wheels:


YELLOW
RED
BLUE

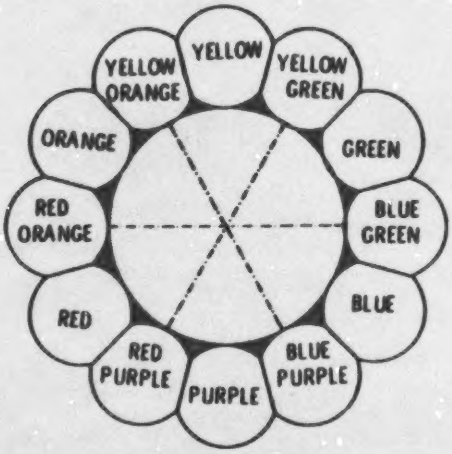
PRIMARY COLORS

(The colors from which other colors are made)


YELLOW
ORANGE
GREEN
RED
BLUE
PURPLE

SECONDARY COLORS

(Make by mxing two primary colors. Example: Mix red and blue to make purple.)


YELLOW ORANGE
YELLOW
YELLOW GREEN
ORANGE
GREEN
RED ORANGE
BLUE GREEN
RED
BLUE
RED PURPLE
PURPLE
BLUE PURPLE

INTERMEDIATE COLORS

(Make by mixing a secondary color with either of the nearest primary colors. Example: Mix red and purple to make red purple. Mix blue and purple to make blue-purple.)

Instruction Sheet II

BASIC COLOR SCHEMES

There are three basic color schemes:

Monochromatic. This color scheme uses only one basic color. However, it can be varied by darker shades and lighter tints. For instance, a yellow color scheme includes the primary color yellow, dark yellows, and light yellows.

Complementary. When you study your color wheel, you see that certain colors lie directly across the wheel from others. The color just across the wheel from another color is called its complement. For example, red and green are complementary colors.

Adjacent. If you study your color wheel again, you see that colors lying next to each other share a common color. For example, you will see green, yellow green, and yellow.

Instructor's Final Checklist

MATCHING COLOR SCHEMES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. The student's color wheel included:		
a. The primary colors	[ ]	[ ]
b. The secondary colors	[ ]	[ ]
c. The intermediate colors	[ ]	[ ]
2. The student selected a picture with:		
a. The monochromatic color scheme	[ ]	[ ]
b. The complementary color scheme	[ ]	[ ]
c. The adjacent color scheme	[ ]	[ ]

Task Assignment Sheet PA-HE-52
Interior Decorator

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: ARRANGING LIVING-DINING FURNITURE

INTRODUCTION

Good furniture arrangements don't just happen; they are carefully planned. Interior decorators work hard to create attractive, liveable rooms. In this task assignment sheet, you will learn how to arrange furniture for a living-dining room.

OBJECTIVE(S)

GIVEN a floor plan graph and living-dining furniture cutouts,

ARRANGE THE FURNITURE ON THE GRAPH.

YOUR ARRANGEMENT WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, ARRANGING FURNITURE.
2. IDENTIFY and DISCUSS, in a small group, the activities that must be considered when arranging living rooms and dining rooms.
3. READ and DISCUSS Instruction Sheet II, PRINCIPLES OF ARRANGEMENT.
4. FIND and LABEL pictures which show examples of the four principles of arrangement, or
5. VISIT furniture stores or designer showrooms. LOOK at room arrangements and furniture groupings. IDENTIFY at least one functional grouping for living and dining areas.
6. EVALUATE the sample room arrangement plans in Student Self-Check I, EVALUATING ROOM ARRANGEMENT PLANS.
7. PRACTICE arranging furniture cutouts on a floor plan graph. Do not glue the cutouts to the grid. Your instructor will provide the materials. Have your instructor check your arrangement.
8. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

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Check-Out Activities

Complete the furniture arrangement you began in Learning Activity 7 by gluing the cutouts to the grid. Give your work to your instructor.

Instruction Sheet I

ARRANGING FURNITURE

Regardless of the size of a room, the way furniture is arranged is important to safety, comfort, convenience, and attractiveness.

Along with the wall and ceiling treatment, the arrangement of furniture can affect the apparent size and shape of the room, its liveability, usefulness, charm, and character.

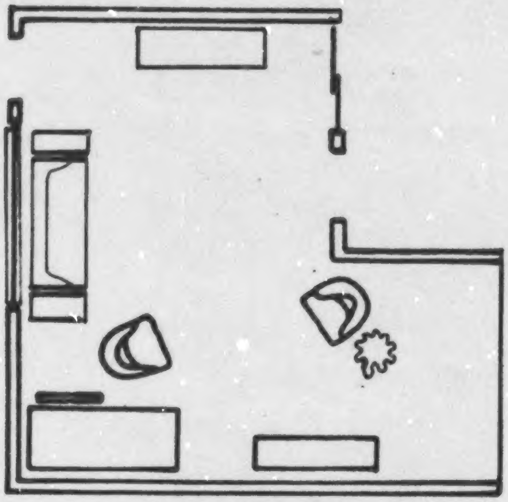

Illustration A

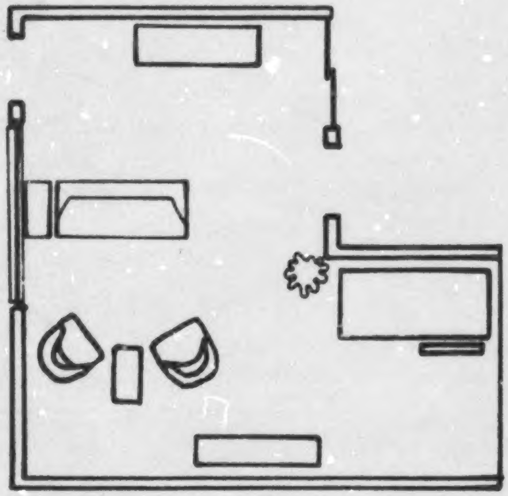

Illustration B

The arrangement of furniture can create an illusion: a room may appear long, short, or less square. Compare Illustrations A and B. The placement of the sofa in Illustration B divides the space into parts giving the appearance of less length. This arrangement also produces a more effective conversation grouping.

Furnishings should be arranged to provide the best use of available space in each room. This is a matter of properly coordinating furnishings with family activities and the floor space in each room.

Consider the following questions when arranging furniture in a room:

1. What is the purpose of the room?
2. What are the needs and interests of the people who will use the room?
3. What activities will be carried on: conversation, eating, sleeping, viewing television, playing cards or other games, listening to records, studying, reading, sewing, children playing, etc.?
4. What furniture is needed for these activities?

Instruction Sheet I (p. 2)

5. What furnishings are available that can be used?

6. What storage facilities are needed?

7. Where will the traffic lanes be?

A room that is correctly arranged will follow the basic principles of good design. It should be well balanced; furniture grouped together should be in scale; and, the whole room should give an effect of harmony and beauty.

*Taken from Housing and Home Furnishing Module HHF-2, "Arranging Furniture."

Instruction Sheet II

PRINCIPLES OF ARRANGEMENT

There are four main principles of arrangement to keep in mind when arranging furniture. These include traffic lanes, furniture groupings, a spacious look, and the center of interest.

Traffic lanes--Keep traffic lanes open. The paths that people take when walking through a room form the traffic pattern. Major conversation groups should be placed so that they are not disturbed by traffic.

It is sometimes possible to arrange furniture to redirect traffic and to make the room more useable and interesting. Illustration C is a much better arrangement than D because the traffic lanes are kept open.

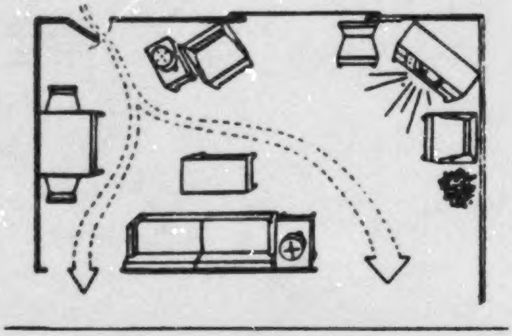

Illustration C

Passing between furniture comfortably requires a 76 cm (30 in.) traffic lane. Around doorways, allow space for several people. A space of 1.22 to 1.83 meters (4 to 6 ft.) is needed for major traffic paths.

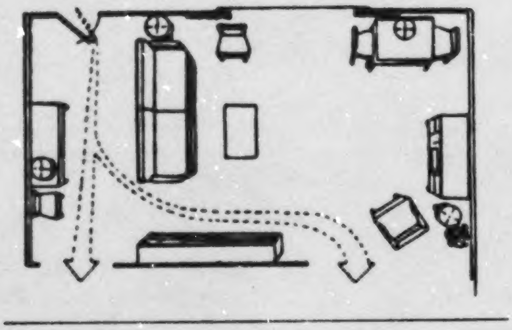

Illustration D

Instruction Sheet II (p. 2)

Furniture groupings--Combine furniture in groups for convenience, based on activities. Furniture should be grouped according to the way it will be used.

Comfortable chairs and a sofa grouped in a semicircle are comfortable for conversation. In the living room, you will want other groupings for reading, writing, enjoying music, watching television, etc. Activities that require a good light should be planned with a light source in mind. See Illustration E.

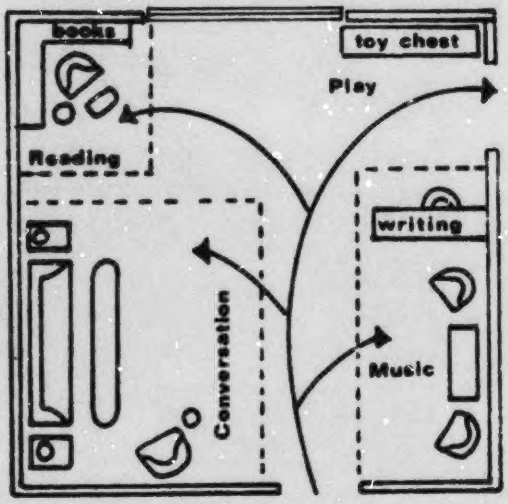

Illustration E

In the dining room, provide a convenient grouping for table and chairs with ample room to move around the furniture. Storage space should also be provided for dishes, silverware, and table linens.

Place furniture so that it will not interfere with the architectural or mechanical features of the room. These include the swing of the doors, the opening of the windows, and the operation of electrical heating or cooling devices. This is important for safety reasons as well as convenience.

A spacious look--Plan to have the room look as spacious as possible. Even a small room can be made to appear larger by the right selection and arrangement of furnishings.

For a more spacious look, use furniture that is small in size and scale. It should be no larger than is necessary for comfort and use.

Arrange furniture in compact, useful groups. Keep the center of the room and the space in front of large windows open.

Limit the number of pieces of furniture to those really needed.

Instruction Sheet II (p. 3)

Put heavy furniture against the walls and back in corners (but not across corners).

Avoid too many small accessories. A large mirror can be artfully hung to increase the apparent size of the room.

Center of interest--Each room should have a center of interest, or focal point, around which the rest of the room is planned and arranged. It may be the fireplace, window area, a hobby collection, bookshelves, or a beautiful piece of furniture. Other furnishings should be arranged to draw attention to the center of interest.

Space needs--Every family has a different lifestyle and pattern of living. There are no hard and fast rules for allowances of space which can apply to all families. There are, however, some basic guidelines that will help in the placement of furniture.

Allow ample space for people to move around easily within the room and to use the furniture with convenience. If you allow enough space for use and cleaning, there will be little need for moving furniture to fit activities.

*Taken from Module HHF-2

Student Self-Check I*

EVALUATING ROOM ARRANGEMENT PLANS

Use this form to evaluate the arrangements below. Discuss your answer in class.

FURNITURE ARRANGEMENT CHECKLIST	YES	NO
1. The most important center of interest (fireplace, picture window, sofa) holds the spotlight and has been left open so that it can be easily viewed.		
2. Big, heavy pieces of furniture (sofa, piano, large tables, desk, etc.) are parallel with walls of the rooms, not across corners.		
3. Traffic lanes are clear so you do not have to walk around furniture when passing through the room.		
4. The main groupings are conveniently arranged for the purpose intended and are as complete as possible.		
5. There is adequate daylight and/or lamplight located in the proper places.		
6. Small pieces of furniture are placed in free and easy positions.		
7. The placement of furnishings looks balanced on all sides of the room.		
8. The distribution of tall and low furnishings is pleasing.		

SAMPLE ROOM ARRANGEMENT PLANS

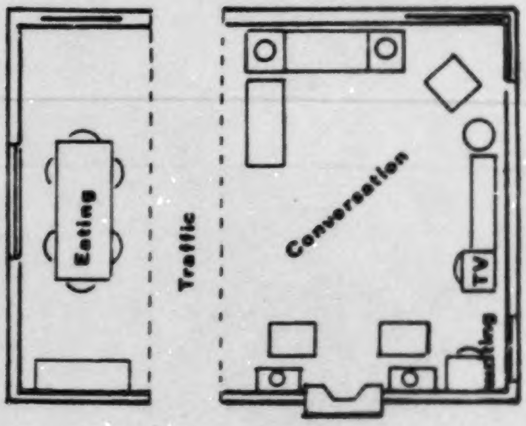

Illustration F

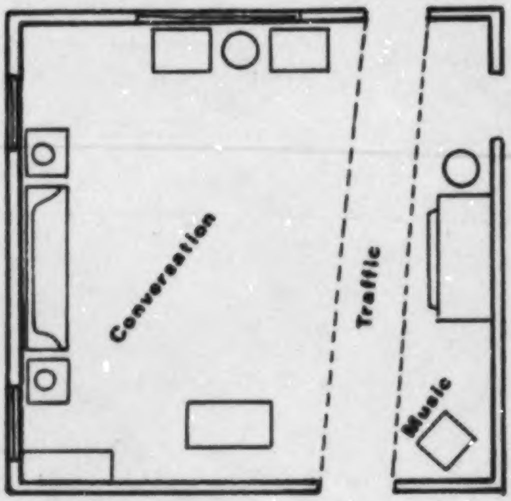

Illustration G

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*Taken from Module HHF-2

Instructor's Final Checklist

ARRANGING LIVING-DINING FURNITURE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a furniture arrangement, the student:

	Accomplished	Not Accomplished
1. Arranged furniture around a center of interest	☐	☐
2. Provided adequate traffic lanes	☐	☐
3. Planned furniture groupings for conversation and convenience	☐	☐
4. Kept the center of the room and the space in front of large windows open	☐	☐
5. Limited the number of pieces of furniture to those really needed	☐	☐
6. Avoided placing heavy furniture across corners	☐	☐
7. Provided adequate light located in the proper places	☐	☐
8. Balanced the placement of furnishings	☐	☐

Task Assignment Sheet PA-HE-53
Product Designer

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: DESIGNING FABRIC

INTRODUCTION

Product designers deal with the appearance of a product. For instance, if they work in the textile industry, they may create designs for the fabrics being manufactured. In this task assignment sheet, you will create a design and transfer it to fabric.

OBJECTIVE(S)

GIVEN dye, a potato or carrot, wax (if needed), and clean-up supplies,

CREATE A DESIGN AND TRANSFER IT TO A T-SHIRT OR A PIECE OF FABRIC.

YOUR DESIGN should be appropriate for the fabric, clear, neat, attractive, and exhibit good principles of color.

LEARNING ACTIVITIES

1. LOOK at fabric designs in magazines or in a fabric display. Your instructor will provide the materials. COMPARE and CONTRAST the designs.
2. READ and DISCUSS Instruction Sheet I, MAKING A PRINTING BLOCK.
3. WATCH your instructor make a printing block.
4. MAKE your own printing block.
5. READ and DISCUSS Instruction Sheet II, DESIGNING FABRIC.
6. EXPERIMENT designing swatches of fabric, using both methods described in Instruction Sheet II.
7. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Use your printing blocks to reproduce designs on one of your T-shirts or on a piece of fabric.

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Instruction Sheet I

MAKING A PRINTING BLOCK

To make a printing block, follow this procedure.

1. Think of a simple design that you wish to produce.
2. Select a potato or carrot large enough to make the design.
3. Cut the vegetable in two. It is not necessary to peel it.
4. Use a paring knife to make your design on the vegetable. Cut away the part you do not want to show. Your finished design will be raised enough so that it can be dipped in the dye.

Instruction Sheet II

DESIGNING FABRIC

There are two methods you can use to design fabric with a printing block.

1. The liquid dye method:
   a. Place the fabric on a blotting material.
   b. Dip your printing block in liquid dye.
   c. Apply the dye to the fabric, one layer at a time. Your design will be the color of the dye used.
   d. Rinse and dry the fabric, following directions on the dye package.

2. The wax method:
   a. Dip your printing block in hot paraffin or bees wax.
   b. Apply the wax to the fabric. (The wax makes the design on your fabric.)
   c. When the wax has cooled on the fabric, dip the entire fabric in a liquid dye.
   d. Remove the wax. Your design will be the original color of the fabric; the remaining fabric will be the color of the dye.
   e. Rinse and dry the fabric, following directions on the dye package.

Instructor's Final Checklist

DESIGNING FABRIC

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's fabric design:

	Accomplished	Not Accomplished
1. Was appropriate for the fabric	[ ]	[ ]
2. Was clear	[ ]	[ ]
3. Was neat	[ ]	[ ]
4. Was attractive	[ ]	[ ]
5. Exhibited good principles of color	[ ]	[ ]
6. Used correct techniques to apply design	[ ]	[ ]

Task Assignment Sheet PA-HE-54
Home Economist

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: DEMONSTRATING A KITCHEN APPLIANCE

INTRODUCTION

Many industries employ representatives who demonstrate their products. Some industries, such as those that distribute household appliances, use home economists to demonstrate their wares to customers. The home economists must be thoroughly familiar with the products as well as possess skills in public speaking. In this task assignment sheet, you will learn how to demonstrate a kitchen appliance.

OBJECTIVE(S)

GIVEN a kitchen appliance,

DEMONSTRATE THE APPLIANCE.

YOUR DEMONSTRATION WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, DEMONSTRATING AN APPLIANCE.
2. WATCH an appliance demonstration on television. REPORT to the class about the points covered in the demonstration; or BRING appliance advertisements to class. REPORT to the class the points covered in the advertisements.
3. SELECT a kitchen appliance that you want to demonstrate. STUDY the use-and-care manual for the appliance.
4. LIST the advantages of the appliance. Also LIST safety precautions that must be observed.
5. PRACTICE operating the appliance. FOLLOW the instructions in the use-and-care manual.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Present a class demonstration of the kitchen appliance you selected.

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Instruction Sheet I

DEMONSTRATING AN APPLIANCE

Follow these suggestions as you demonstrate the appliance you selected:

1. Give the brand name of the appliance.

2. Explain the main purpose of the appliance; for instance, an electric can opener is used to open metal cans of food or beverage.

3. Demonstrate the operation of the appliance. During your demonstration:

    a. Observe all safety precautions in operating the appliance. This is extremely important.
    b. Call attention to any safety features the appliance may have.
    c. Point out the advantages of using this particular appliance. Convenience, easy to operate, and economical are a few. Also call attention to any special operating features; for example, an electric can opener may have a magnetic control to remove the top of the opened can.
    d. Be sure to follow instructions for operating the appliance very closely. The use-and-care manual lists each step.
    e. Operate the appliance with ease and confidence. This requires practicing until you are absolutely sure you know how to use it.
    f. Smile and show enthusiasm for the product.

Instructor's Final Checklist

DEMONSTRATING A KITCHEN APPLIANCE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When demonstrating a kitchen appliance, the student:

	Accomplished	Not Accomplished
1. Gave the brand name of the appliance	[ ]	[ ]
2. Explained the main purpose of the appliance	[ ]	[ ]
3. Observed all safety precautions in operating the appliance	[ ]	[ ]
4. Called attention to any safety features	[ ]	[ ]
5. Pointed out advantages of using the appliance	[ ]	[ ]
6. Called attention to any special operating features of the appliance	[ ]	[ ]
7. Followed instructions for operating the appliance	[ ]	[ ]
8. Operated the appliance with ease and confidence	[ ]	[ ]
9. Smiled	[ ]	[ ]
10. Showed enthusiasm for the product	[ ]	[ ]

Task Assignment Sheet PA-HE-55
Home Furnishings Worker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: STEAM PRESSING A HEM

INTRODUCTION

Pressing is a most important step in the finishing process of home furnishings products, such as draperies or furniture covers. The professional look--flat and sharp edges, smooth lines and the desired shapes--can be achieved through pressing. Home furnishings workers take particular care in putting on the finishing touches by steam pressing the product. In this task assignment sheet, you will learn how to steam press a hem.

OBJECTIVE(S)

GIVEN an ironing board, a steam iron, and a piece of 8" X 11" fabric and a pressing cloth,

DOUBLE FOLD A 4-INCH HEM AND STEAM PRESS IT.

THE HEM should be smooth and wrinkle-free, be free of scorches or burns, and be free of wet spots. The fabric should have its original texture.

LEARNING ACTIVITIES

1. EXAMINE a display of hems. IDENTIFY the ones that have been pressed. COMPARE the pressed and unpressed hems.
2. READ and DISCUSS Instruction Sheet I, PREPARING TO USE A STEAM IRON.
3. WATCH your instructor prepare a steam iron for use.
4. READ and DISCUSS Instruction Sheet II, PRESSING A HEM.
5. COMPLETE Student Self-Check I, USING A STEAM IRON. DISCUSS with the class why the statements are true or false.
6. WATCH your instructor demonstrate steam pressing a hem and preparing the iron for storage.
7. PRACTICE setting temperatures by folding and pressing a 4-inch double hem on several fabrics. You may do this at school or at home.
8. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

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Check-Out Activities

Your instructor will provide an ironing board, steam iron, and a piece of 8" X 11" fabric.

Double fold a 4-inch hem and steam press it.

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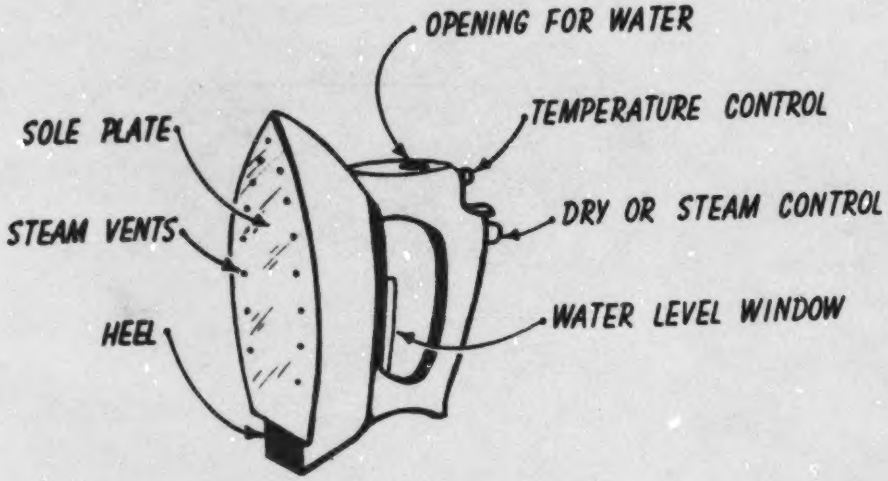
Instruction Sheet I

PREPARING TO USE A STEAM IRON

Pressing is the smoothing and shaping of fabric by an up-and-down lifting and lowering of the iron on the fabric. A steam iron is usually used for pressing. Examine this illustration of a steam iron.



Preparing to use a Steam Iron. When using any steam iron, always check the manufacturer's directions for use and care. With some models, distilled water is recommended for use while others may use tap water. Here are steps in preparing the iron for pressing:

1. Turn the control to "off" position.
2. Press steam button down if there is one.
3. Fill the iron with water. Watch the water level window. It tells you how much water is in the iron. Stop pouring when the water level is at the top of the window.
4. Set the heat regulator and allow the iron to preheat. If the iron is not hot enough, the water will drip out of the steam vents.
5. Check the iron temperature on a sample of the fabric.
    a. Careful regulation of the temperature control dial on the iron is important because of the sensitivity of some fibers. They may be permanently damaged if the temperature is too hot.
    b. Natural fibers may be pressed at high temperature settings. They need more heat for removing wrinkles and shaping.

c. Man-made fibers need to be pressed at lower temperature settings. Since the man-made fibers are made from chemical solutions, they are likely to melt if too much heat is used.

d. When fabric is a combination of fibers, use the temperature for the fiber requiring the least amount of heat.

6. Set the control for steam.

Instruction Sheet II

PRESSING A HEM

Once the iron has been prepared, you are ready to press the hem. Here are some helpful suggestions.

1. To prevent press marks on the outside of the fabric, use a seam roll or strips of clean paper under the seams.
2. Press all shaped sections over a pressing ham or a curved, padded surface.
3. Use a pressing cloth to protect the fabric from "wet" spots.
4. Press on the wrong side of the fabric as much as possible to avoid putting a shine on the surface. Pressing should leave the fabric with its original texture and finish.
5. Use a needle board to prevent crushing pile fabrics, such as corduroy and velvet.
6. Move the iron rapidly when using higher tempertures to prevent scorching or changing the color of the fabric.
7. When you have finished pressing, follow these steps:
    - a. Unplug the iron. Do not pull on the cord.
    - b. Empty the water from the iron.
    - c. Allow the iron to cool.
    - d. Clean the sole plate if it is needed.
    - e. Wrap the cord around the handle.
    - f. Stand the iron on its heel when not in use.

Student Self-Check I

USING A STEAM IRON

Number YOUR OWN PAPER from 1-8. Use a "T" to indicate the statements that are true and an "F" to indicate the statements that are false. Check your answers with those at the bottom of the page.

1. Before pressing any fabric with the steam and dry iron, one should determine the correct temperature setting for that particular fabric.
2. If the steam iron does not heat up to the proper temperture to develop steam, water will drip out of the steam vents.
3. The iron should be empty of water before it is stored.
4. When filling the steam iron with water, the temperature control dial should be on the highest setting.
5. Incorrect temperature settings may permanently damage the fabric.
6. Never wrap the ironing cord around the handle when preparing the iron for storage.
7. The steam button is pressed down when the iron is being filled with water.
8. Leave water in the iron when it is not in use.
9. Expect the texture of the fabric to be shiny after it has been steam pressed.
10. Move the iron rapidly when higher temperatures are being used.

Answers:

(1) T, (2) T, (3) T, (4) F, (5) T, (6) F, (7) T, (8) F, (9) F, (10) T.

Instructor's Final Checklist

STEAM PRESSING A HEM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The hem:	Accomplished	Not Accomplished
1. Was smooth and wrinkle-free	☐	☐
2. Was free of scorches and burns	☐	☐
3. Was free of wet spots	☐	☐
4. Kept original texture of the fabric	☐	☐

Task Assignment Sheet PA-HE-56
Home Furnishings Worker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: MAKING A PATTERN FOR A PILLOW

INTRODUCTION

The production of home furnishings items often requires the use of patterns. Some employees in the homes furnishings production business design patterns. These are used in cutting the fabric needed to make various items for the home. In this task assignment sheet, you will learn how to make a pattern for a pillow.

OBJECTIVE(S)

GIVEN a model pillow, paper and pencil, scissors, a measuring tape or yardstick,

MAKE A PATTERN FOR A PILLOW.

YOUR PATTERN should be the correct size and shape; the grain line should be marked, and a broken sewing line should show a ½-inch seam allowance.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, MAKING A PATTERN.
2. WATCH your instructor measure a square and a circular pillow.
3. PRACTICE measuring a square, rectangular, and circular pillow. RECORD your measurements. COMPARE them with your instructor's measurements.
4. LOOK AT some commercial patterns to see how grain lines are marked.
5. EXAMINE model pillow patterns provided by your instructor.
6. DRAW a pattern for a square, rectangular, or circular pillow. Have your instructor check your work.
7. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

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Check-Out Activities

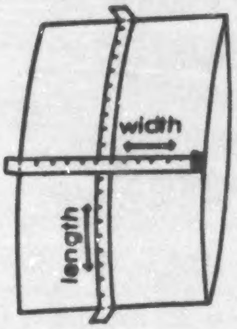
Cut out the pattern you drew in Learning Activity 6, and give it to your instructor.

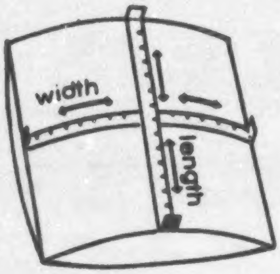
Instruction Sheet I

MAKING A PATTERN

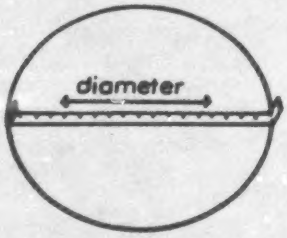
Making a pattern for a pillow is a fairly simple task. Follow these steps in making your pattern.

1. Measure the model pillow using the tape measure or yardstick.
    a. For a square pillow and a rectangular pillow, measure the length and width.





    b. For a circular pillow, measure the diameter.

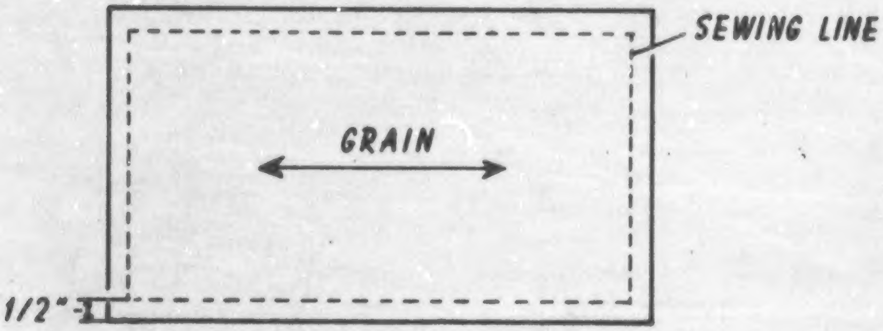


    c. Add ½-inch seam allowance to all edges.

2. Draw a pattern for a pillow.
    a. Using the measurements you took, draw an outline of the patterns. Be sure the lines are straight.

b. Mark the ½" seam allowance with broken lines.

c. Add a straight line with arrows to indicate the grain of the fabric. The fabric for the pillow must be cut on the true lengthwise and crosswise grain.



Instructor's Final Checklist

MAKING A PATTERN FOR A PILLOW

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's pillow pattern:

	Accomplished	Not Accomplished
1. Was drawn to the correct measurements	☐	☐
2. Was the proper shape	☐	☐
3. Included a line showing the grain of the fabric	☐	☐
4. Included a broken sewing line showing a ½-inch seam allowance	☐	☐

Task Assignment Sheet PA-HE-57
Home Furnishings Worker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: CUTTING FABRIC FOR A PILLOW

INTRODUCTION

You will use the pattern you made in Task Assignment Sheet PA-HE-56 to complete this task.

To produce a top quality product home furnishings workers must possess skill in cutting fabrics to be used. They know exactly how to place the pattern on the fabric and how it should be cut. In this task assignment sheet, you will learn how to cut fabric for a pillow.

OBJECTIVE(S)

USING a pattern, fabric, measuring tape, pins, shears,

CUT THE FABRIC FOR A PILLOW.

THE FABRIC should be cut on grain and match the pattern measurements.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, OFF-GRAIN, ON-GRAIN.
2. WATCH your instructor straighten fabric. STUDY the handout on straightening fabric.
3. PRACTICE placing your pattern on the straight of grain.
4. WATCH your instructor demonstrate folding the fabric, placing and pinning the pattern to the fabric, and cutting the fabric for a pillow.
5. PLACE and PIN your pattern to the fabric. Your instructor will check your work.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Cut out the fabric for a pillow. Use the pattern you made in Task Assignment Sheet PA-HE-56.

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Instruction Sheet I

OFF-GRAIN, ON-GRAIN

1. A fabric is on grain when the crosswise and lengthwise threads run exactly at right angles to each other as shown in Illustration 1.

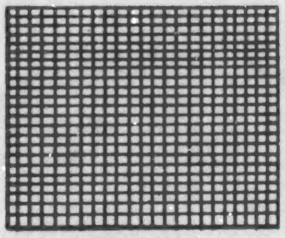

Illustration 1

2. Fabric that is printed on grain has the lengthwise design running evenly along the lengthwise threads of the fabric, and the crosswise design running evenly along the crosswise threads. (Note Illustration 2.)

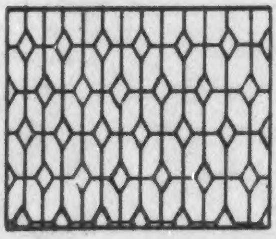

Illustration 2

3. Products which are cut correctly keep their shape.

4. A fabric is off grain when the two sets of yarn do not run at right angles as in Illustration 3.

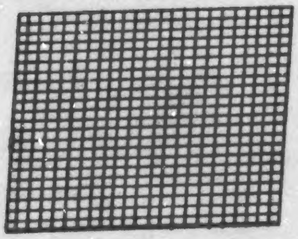

Illustration 3

5. Sometimes the fabric is off grain when the crosswise yarns curve toward the fabric's center as in Illustration 4.

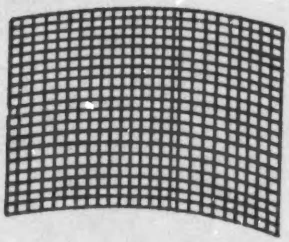

Illustration 4

6. Fabric is sometimes printed off grain as in Illustration 5.

7. Fabric may be off grain because it was stretched out of shape when it was rolled on the bolt.

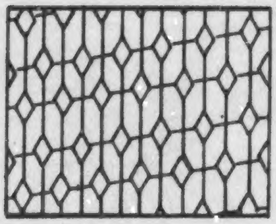

Illustration 5

Instructor's Final Checklist

CUTTING FABRIC FOR A PILLOW

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In cutting fabric for a pillow, the student:	Accomplished	Not Accomplished
1. Cut the fabric on grain	[ ]	[ ]
2. Cut the fabric to match the pattern measurements	[ ]	[ ]

Task Assignment Sheet PA-HE-58
Home Furnishings Worker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: BASTING A PILLOW

INTRODUCTION

To insure excellence in workmanship, basting is essential before the actual sewing of most articles. Basting is hand stitching used to hold pieces of fabric together before they are sewed on the machine. A home furnishings worker sees to it that all items are basted the way they should be. In this assignment sheet, you will learn how to baste the pillow you are making.

OBJECTIVE(S)

USING the fabric you cut previously, needle, thread, thimble, and pins,

BASTE YOUR PILLOW.

YOUR PILLOW should be basted ½-inch from the edges with right sides together. Even basting should be used for smooth fabric, and uneven basting should be used for other fabrics.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, BASTING SEAMS BY HAND.
2. COMPLETE Student Self-Check I, HAND BASTING. DISCUSS the questions and answers in class.
3. LOOK AT a display of fabrics. IDENTIFY the fabrics that require even basting and those that require uneven basting.
4. WATCH your instructor demonstrate even and uneven basting.
5. PRACTICE even and uneven basting using scraps of fabric.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide pins, needle, thread, and thimble.

Baste your pillow.

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Instruction Sheet I

BASTING SEAMS BY HAND

Hand basting is a temporary hand stitch used to hold two or more fabric pieces together before final stitching is done. Basting can also be used to make guidelines and to keep fabric from slipping during machine stitching. When basting, use a single thread of a different color to make it easier to identify after the permanent stitches have been made.

1. Baste about ½" from the edge of the fabric on each pillow section.

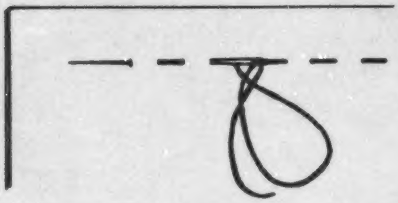
2. Use even basting on smooth fabrics where they must be held firmly in place.

   a. With right sides together and all edges even, pin two pieces of fabric together along the seam line.

   b. With a needle and thread, make short stitches of about ¼" the same distance apart along the seam line.

   c. Take several evenly spaced stitches onto the needle before pulling it through.

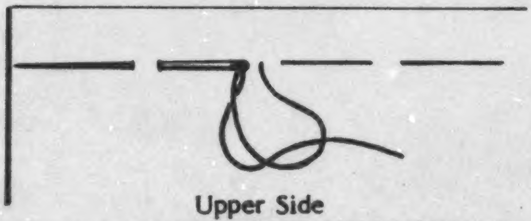
   d. The stitches should be the same length on both sides of the material.



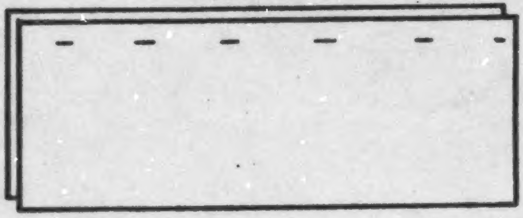
3. Use uneven basting where there is little or no strain or where only a guideline is needed.

   a. With right sides together and all edges even, pin two pieces of fabric together along the seam line.

   b. With a needle and thread, make short stitches about ¼" long and 1" apart. You will be making a long stitch on the upper side and a short one on the under side.



Upper Side



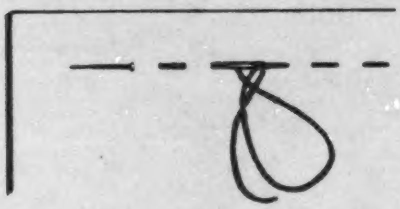
Under Side

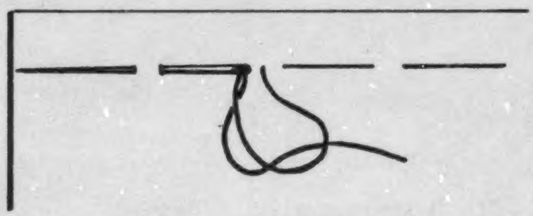
Student Self-Check I

HAND BASTING

Do not write on this page. Your instructor will provide a copy of this sheet. Or number a separate sheet of paper from 1-6, and answer the following questions. Then check your answers with the correct answers at the bottom of the page.

1. Identify the following types of hand basting.





a. ______________________ b. ______________________

2. How far apart should most of your basting stitches be?

3. Which type of basting is best for firmly holding fabric in place?

4. Which type of basting would be best for using as a guideline? ______________________

5. Which type of basting has a long stitch on the upper side and a short stitch on the under side? ______________________

6. Which type of basting has all the stitches of the same size? ______________________

Answers:

(1) a. Even, b. Uneven, (2) 1/4", (3) Even, (4) Uneven, (5) Uneven, (6) Even.

Instructor's Final Checklist

BASTING A PILLOW

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In basting a pillow, the student:

	Accomplished	Not Accomplished
1. Basted right sides together	[ ]	[ ]
2. Basted ½-inch from the edges	[ ]	[ ]
3. Used even basting (for smooth fabric)	[ ]	[ ]
4. Used uneven basting (for fabrics other than smooth ones)	[ ]	[ ]

Task Assignment Sheet PA-HE-59
Home Furnishings Worker

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: SEWING A KNIFE-EDGED PILLOW

INTRODUCTION

You will use the pillow you basted in Task Assignment Sheet PA-HE-58 to complete this task. Once a home furnishings article has been basted, it is ready to be sewn on the machine. Since the machine stitching is permanent, care must be taken to insure it is done accurately. In this task assignment sheet, you will learn how to sew a sharp-edged pillow.

OBJECTIVE(S)

GIVEN a sewing machine and bobbin, thread, scissors, and your basted pillow,

SEW A KNIFE-EDGED PILLOW.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, SEWING A PILLOW.
2. EXAMINE a pillow that has been sewn. Your instructor will provide you one.
3. WATCH your instructor demonstrate backstitching and stitching a corner.
4. PRACTICE sewing a seam, sewing corners, and backstitching. Use scraps of fabric or notebook paper.
5. ARRANGE with you instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Your instructor will provide a sewing machine and bobbin, thread and scissors.

Sew the pillow that you basted previously.

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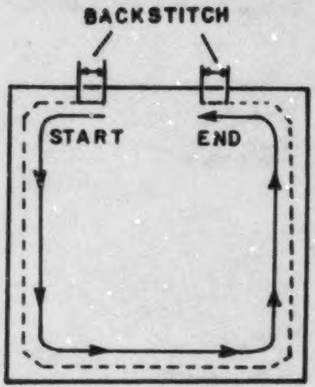
Instruction Sheet I

SEWING A PILLOW

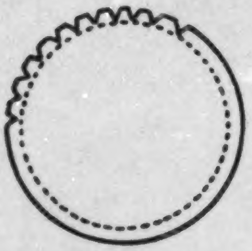
1. With right sides together and all edges evenly basted together, machine stitch on the basting lines EXCEPT for leaving about one-third of one edge unstitched. The unstitched portion enables you to turn the pillow right-side-out.



2. To make a sharp corner, stop two stitches from the corner. Stitch diagonally across the corner and continue stitching the seam. Trim the corners diagonally.

3. Backstitch at the starting and ending points of the seam to reinforce the edges of the openings.

4. For round pillows, clip into the seam allowance, but do not cut the seam line. Notch the seam allowance as shown.



Instructor's Final Checklist

SEWING A KNIFE-EDGED PILLOW

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In sewing a knife-edged pillow, the student:

	Accomplished	Not Accomplished
1. Stitched along the basting lines	[ ]	[ ]
2. Stitched the corners correctly	[ ]	[ ]
3. Left one-third of the pillow edge unstitched	[ ]	[ ]
4. Backstitched the starting and ending points of the seam	[ ]	[ ]
5. Clipped into the seam allowance but did not cut seam line (for round pillow)	[ ]	[ ]
6. Notched the seam allowance (for round pillow)	[ ]	[ ]

Practical Arts

HOME ECONOMICS OCCUPATIONS

TASK: FINISHING A KNIFE-EDGED PILLOW

INTRODUCTION

You will use the pillow you sewed in Task Assignment Sheet PA-HE-59 to complete this task.

The finishing touches on any product are the things that give it that professional look. Home furnishings workers are aware of this and work hard to finish their products so that they are well made and are pleasing to the eye. In this task assignment sheet, you will finish your pillow.

OBJECTIVE(S)

GIVEN hand-sewing tools, an iron, and the pillow you previously sewed,

FINISH YOUR PILLOW.

THE SEAMS should be pressed; THE FILLING should be inserted smoothly and evenly; THE OPENING should be slipstitched so that the stitches do not show on the upper side and should be secure so that the filling stays inside, but the fabric does not pucker.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, FINISHING A PILLOW.
2. EXAMINE a finished pillow provided by your instructor.
3. READ and DISCUSS Instruction Sheet II, CHOOSING HAND-SEWING NEEDLES.
4. EXAMINE a display of hand-sewing needles provided by your instructor. CHOOSE a needle that is the correct type and size for your pillow fabric.
5. WATCH your instructor demonstrate filling a pillow with polyester fiberfill. Also WATCH your instructor close the opening in the pillow.
6. PRACTICE slip-stitching. Use scraps of fabric.
7. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

A Cooperative Effort Between
The Bureau of Vocational Education and the Office of Research and Planning
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CHECK-OUT ACTIVITIES

Your instructor will provide an iron, polyester fiberfill, needle, and thread.

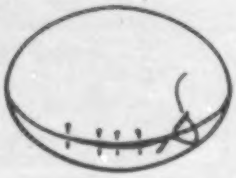
Finish your pillow.

Instruction Sheet I

FINISHING A PILLOW

To put the finishing touches on your pillow, follow this procedure:

1. Turn the pillow cover right side out and press the seam.
2. Fill the cover with polyester fiberfill. It should be inserted smoothly and evenly.
3. Close the opening in the pillow.
    a. Choose needles of the type and size that is suitable for the fabric.
    b. Choose a thread that is suitable for the fabric and matches the color in the fabric.
    c. Turn in the seam allowance of the opening along the basting stitch line.
    d. Pin the edges together.
    e. Use the slipstitch to sew the opening together. Make the stitches about ¼-inch apart, taking care that they do not show on the upper side of the pillow. The stitches should be pulled tightly enough to secure the opening without puckers.



Instruction Sheet II

CHOOSING HAND SEWING NEEDLES

1. In selecting a needle for hand sewing, you should consider both its type and size.
2. The size of hand-sewing needles ranges from No. 1 (coarsest) to No. 10 (finest). There are several types to suit a variety of sewing needs.
3. The kind of stitches determines the type of needle to use.
4. The weight of the fabric also determines the size of the needle to use.
5. To match the needle to the job, consider the work being done and the fabric structure and weight.
6. Generally, a needle should be fine enough to move readily through the fabric, yet heavy enough not to bend or break.
7. All needles used should be clean, and the points should be sharp.
8. Below are charts of types and sizes that will help you choose the needle you need.

Types	Sizes Available	Uses
Sharps	1-10	All purpose needles of medium length. Suitable for almost all weight fabric.
Betweens	1-10	Short needles used for very fine sewing. Used to make fine stitches in heavy fabric.
Milliners	3-10	Long and slender needles used for basting and hand gathering. Useful for basting all weight fabrics.

Weight of Fabric	Examples of Fabric Type	Size
Light	Sheer curtain fabric, gingham, organdy	9-10
Medium	Some drapery fabrics, muslin, broadcloth	6-8
Heavy	Upholstery fabric, heavy denim, canvas	1-5

Instructor's Final Checklist

FINISHING A KNIFE-EDGED PILLOW

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In finishing a pillow, the student:

	Accomplished	Not Accomplished
1. Pressed the seam	☐	☐
2. Inserted the filling smoothly and evenly	☐	☐
3. Slipstitched the opening so that the stitches do not show on the upper side	☐	☐
4. Slipstitched the opening securely so that the filling stays inside, and the fabric does not pucker	☐	☐